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AUTHOR Barringer, Betty; Ferguson, Sharon; Haynes, Beverly; Jacobs, Margaret; Jameson, Eugenia E.; Massey, Linda; Moran, Rebecca; Wilson, Ann

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ABSTRACT

This interdisciplinary guide utilizes the subject matter in the 2002-2003 "Texas Almanac" to help classroom educators teach students in grades three to eight about the social, economic, cultural, and historical background of Texas. The guide has questions, puzzles, and activities that teachers can use to inform their students about the Lone Star State. The 46 lessons explore the rich heritage and lore of Texas by examining such themes as state symbols, the constitution of Texas, Texas history from prehistory to annexation, wildlife, population, elections, economy, newspapers, education, culture, and the arts. Appended are a: "Texas Outline Map"; "Texas Geology Map"; "Texas County Map"; "Texas Rivers Map"; "Line/Bar Graph Grid"; and "Miniature Book." (Contains an answer sheet.) (BT)

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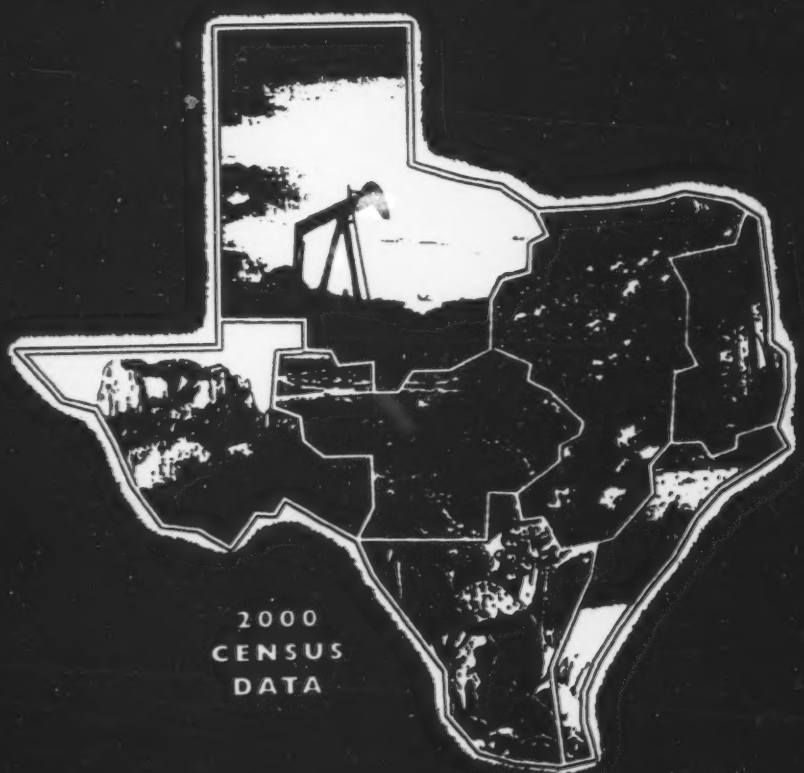

TEACHER'S GUIDE

SO 033 467

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Texas Almanac Teacher's Guide

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Credits

These veteran social studies teachers are the developers of the *Teacher's Guide* for the 2002-2003 *Texas Almanac*. They all have worked on numerous curriculum projects and conducted staff development presentations.

Betty Barringer has been an educator for 25 years, currently teaching Texas History at William B. Travis TAG Academy in the Dallas Independent School District.

Sharon Ferguson has been an educator for 19 years, currently teaching United States History and World History at Plano Senior High School in the Plano Independent School District.

Beverly Haynes has been an educator for 31 years, currently teaching Texas History at Edward H. Cary Middle School in the Dallas Independent School District.

Margaret Jacobs is a retired educator of 37 years, formerly teaching United States History at Edward H. Cary Middle School in the Dallas Independent School District.

Eugenia E. Jameson has been an educator for 30 years, currently teaching Sociology, PAL, and United States History at Plano Senior High School in the Plano Independent School District.

Linda Massey has been an educator for 30 years, currently teaching AP United States History and United States Government at Seagoville High School in the Dallas Independent School District.

Rebecca Moran has been an educator for 24 years, currently teaching United States History at Seagoville Middle School in the Dallas Independent School District.

Ann Wilson is a retired educator of 31 years, formerly teaching Texas History at W. H. Gaston Middle School in the Dallas Independent School District.

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TEXAS ALMANAC TEACHER'S GUIDE

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LESSON 1: *Texas, the Lone Star State*

Texas Almanac Reference	Pages
"Texas, the Lone Star State"	*9*
"Texas' Rank Among the United States"	*10*

Social Studies TEKS	TAAS	TAKS
4 - 5, 8, 13, 18, 22, 23, 24 7 - 8, 9, 16, 21, 22, 23 8 - 10, 22, 30, 31, 32	4 - Reading - 1, 2, 4, 5, 6 8 - Social Studies - 1, 7, 8	8 - Social Studies - 2, 5

Instructional Suggestions

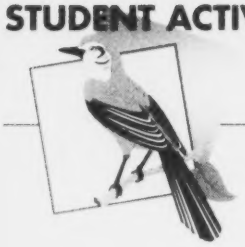
1. Students will answer these questions using pages 9-10.

   a. _____ is approximately three times as large as Garland.
   b. There were _____ more births than deaths on an average day in Texas in 1999.
   c. The population of Texas increased by _____ between the 1990 U. S. census and 2000 census.
   d. Immigrants from Mexico admitted to Texas during 1998 account for _____ percent of the total immigration.
   e. Texas ranks first in the Miscellaneous Categories of _____ and _____.
   f. There are approximately twice as many cities with a population of 50,000 or more than there are cities of a population of _____ or more.
   g. In 1999, _____ had the most farms and lands used as farmlands.
   h. Of all the Miscellaneous Categories, Texas' lowest rank is in the category of _____.

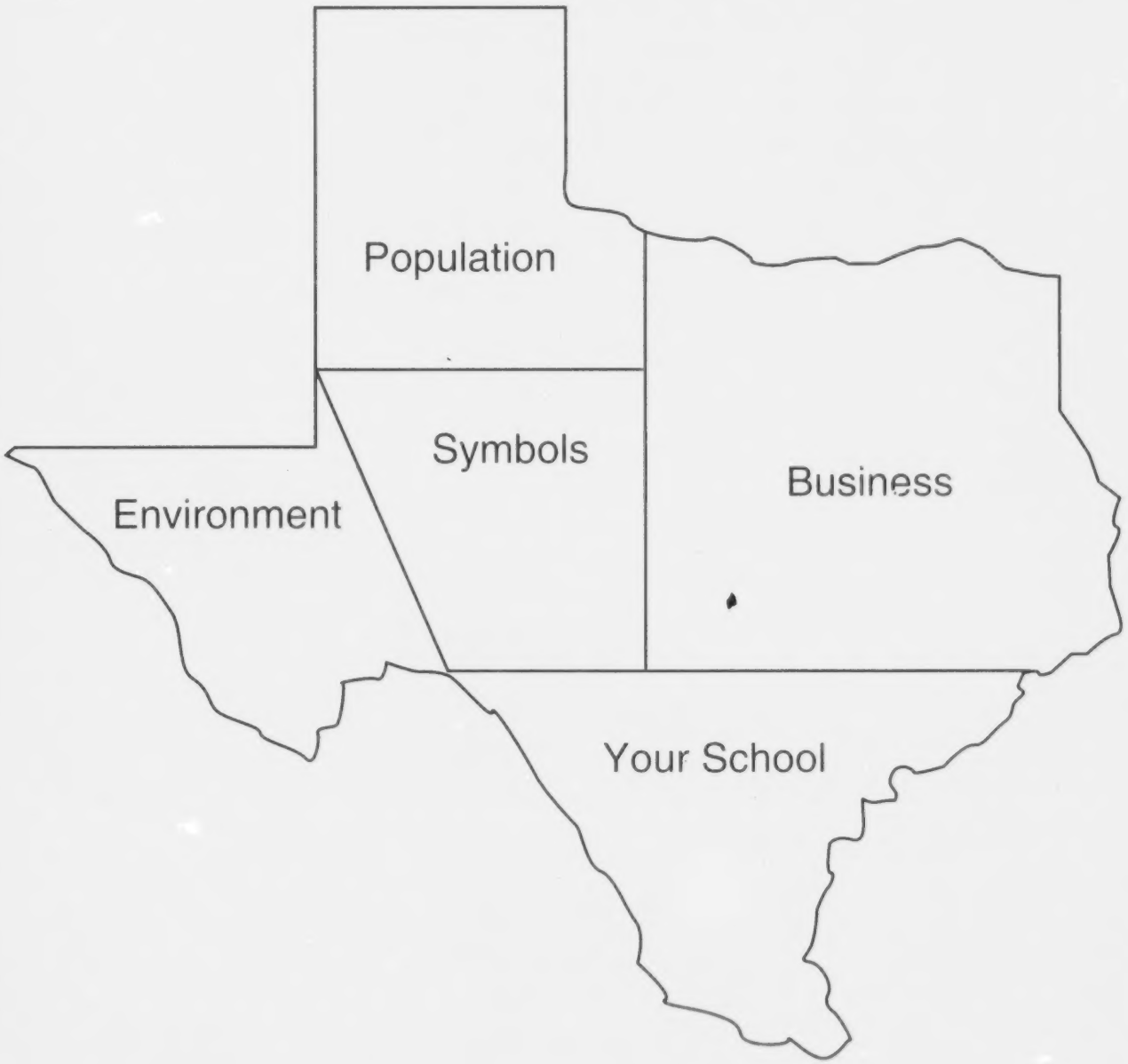
2. In five small groups, students will use pages 9-10 to create the State Profile Collage. A large outline map of Texas will be divided into five sections so that each group will place its information on one particular section.
   a. The Panhandle area of Texas will contain the collage reflecting state profile data on population.
   b. The Western area of Texas will contain the collage reflecting state profile data on environment.
   c. The Central area of Texas will contain the collage reflecting state profile data on symbols.
   d. The Eastern area of Texas will contain the collage reflecting state profile data on business.
   e. The Southern area of Texas will contain the collage reflecting data on your school population, mascot, types of business in the area, and natural resources in the area.

3. Students will be divided into six groups. Each group will select one of these social issues under the Miscellaneous Categories - Poverty Level, AIDS, Toxic Releases, Violent Crime, Child Abuse, and Percentage of High School Graduates. Using the data on pages 9-10 and their own research, students will prepare a presentation to the class. They may also refer to the *Statistical Abstract of the United States, 2000*, and www.census.gov/statab/www/. Students should address each issue from these two perspectives.
   a. It is the government's responsibility to create and fund programs for these societal problems.
   b. It is the private sector's responsibility to create and fund programs for these societal problems.

4. Students will complete the Hidden Picture Puzzle by reading each statement and circling the answer which best completes each sentence. They will color the spaces on the puzzle as indicated by their answer.



STATE PROFILE COLLAGE



STUDENT ACTIVITY: *Texas, the Lone Star State*

HIDDEN PICTURE PUZZLE

1. Texas had more than ___ needy families who were assisted in 1999.
   120,000 - 3, 17, 34, and 47 red
   100,000 - 7, 45, 52, and 72 red

2. The unemployment rate in 1999 was ___.
   4.6% - 5, 43, 48, and 64 blue
   28.5% - 2, 12, 22, and 65 blue

3. Two products produced on a farm in Texas are ___ and ___.
   cattle and cotton - 8, 35, 40, and 44 white
   cattle and rice - 19, 37, 45, and 59 white

4. Texas ranks ___ among the ten fastest growing states.
   2nd - 16, 32, and 35 red
   8th - 2, 13, and 53 red

5. On an average day, ___ marriages end in divorce.
   504 - 21, 41, 57, and 68 white
   210 - 3, 54, 56, and 61 white

6. The difference between the lowest and highest recorded temperatures is ___.
   143° - 25, 30, 66, and 70 blue
   97° - 9, 21, 23, and 27 blue

7. The percentage of the population in 1999 that had graduated from high school was ___.
   78.2% - 33, 36, and 62 red
   24.4% - 1, 38, and 54 red

8. Texas had ___ doctors per 100,000 population in 1998.
   203 - 11, 29, 49, and 51 white
   3,967 - 4, 25, 33, and 64 white

9. In 1999, 28.5% of the population was under the age of ___.
   21 - 18, 21, and 52 blue
   18 - 15, 60, and 71 blue

10. The number of savings and loan associations in 2000 was the same as the number of ___.
    total deposits - 5, 13, 14, and 53 white
    savings banks - 6, 9, 18, and 34 white

11. In 1999, ___ violent crimes were committed per 100,000 of the population.
    560 - 14, 28, and 46 red
    510 - 11, 15, and 60 red

12. The number of births per 1,000 in Texas in 1998 was more than that of the U. S. by ___.
    3.9 - 7, 13, 34, and 58 blue
    2.7 - 17, 38, 55, and 67 blue

13. In 2000, there were ___ people per square mile.
    53.1 - 40, 56, and 61 red
    79.6 - 41, 59, and 65 red

14. The largest amount of annual precipitation fell in ___, Texas.
    Orange - 1, 16, 32, and 39 white
    El Paso - 30, 48, 50, and 55 white

15. The voting-age population in 1998 was ___.
    14,080,000 - 19, 22, and 63 red
    16,986,510 - 10, 20, and 67 red

16. In 1999, Texas spent ___ on the education of each student.
    $35,041 - 8, 41, 62, and 71 blue
    $6,475 - 4, 10, 21, and 57 blue

17. What percent difference was there in 2000 between the third and fourth fastest growing states?
    19.4% - 24, 28, and 43 white
    1% - 12, 20, and 42 white

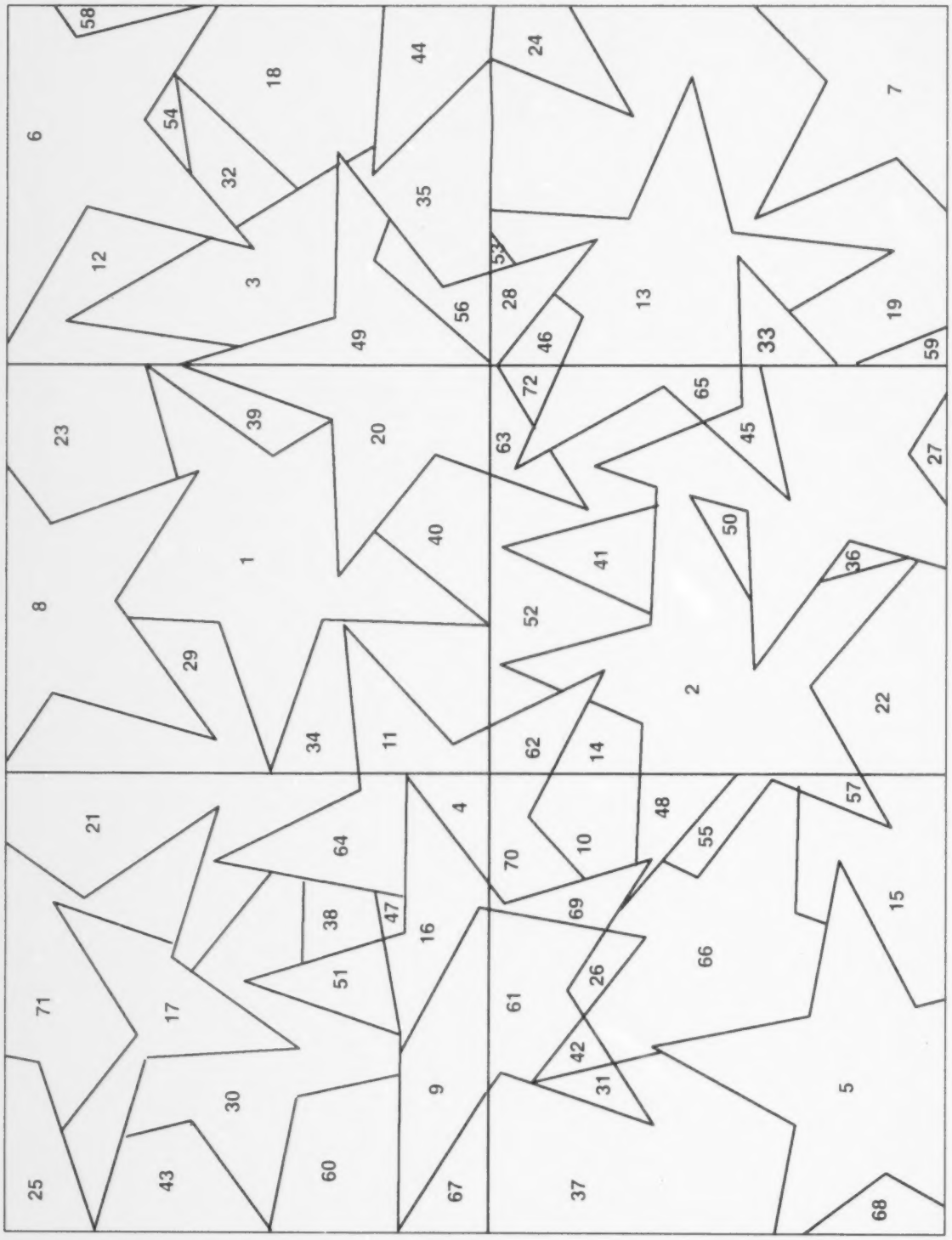
18. Dallas County has ___ cities with a population of over 200,000.
    2 - 26, 37, 47, and 68 blue
    3 - 18, 29, 41, and 72 blue

19. The average income per capita in 1999 was ___.
    $26,525 - 24, 27, and 50 red
    $35,041 - 39, 44, and 51 red

20. In 1997, the total amount of cropland and pastureland was ___ acres.
    95,323,000 - 7, 46, and 66 white
    42,569,000 - 23, 31, and 58 white

STUDENT ACTIVITY: *Texas, the Lone Star State*

HIDDEN PICTURE PUZZLE



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LESSON 2: *Symbols of Texas*

Texas Almanac Reference	**Pages**
"State Flags and Symbols"	*11-13*
"Holidays, Anniversaries and Festivals, 2002 and 2003"	*508*

Social Studies TEKS	**TAAS**	**TAKS**
4 - 17, 20, 22, 23, 24	4 - Reading - 1, 5, 6	8 - Social Studies - 3, 5
7 - 16, 19, 21, 22, 23	8 - Social Studies - 5, 6, 7, 8	
8 - 24, 30, 31, 32		

Instructional Suggestions

1. Students will complete the State Symbols Wordsearch, using pages 11-13 and 508. Students should fill in the blanks first and then use these terms to complete the wordsearch.

2. Students will complete the State Symbols Crossword Puzzle, using pages 11-13 and 508.

3. Using information on page 13, students will create their own design for the reverse side of the State Seal.

4. a. Students will role-play proper usage of the Texas Flag. For additional information, see www.tsl.state.tx.us/ref/abouttx/flagcode.html.
   b. In small groups, students will brainstorm and produce a web on the reasons that rules were passed by the Legislature on the correct usage of the Texas Flag.
   c. Students will conduct a community service project in which they will observe and report on violations of the Texas Flag Code. Students will present information on flag usage at their site visitations.

5. These activities are predicated upon the Banks Model of Integration of Ethnic Content. Please see the ensuing pages for a complete discussion of Dr. James A. Banks' model.
   a. Using page 508, students will make a calendar of holidays, anniversaries, and festivals in Texas.
   b. The teacher will create four separate pools from which students can draw one of each type of holiday. The classifications are religious, historical, special observance, and political. Students will draw, with their partner, one holiday from each of the four pools. They must research the origin and significance of each of their four holidays, using outside resources.
   c. Students will continue working with their partner and determine how each of their four holidays is celebrated. The information from Activities a and b will be presented to the class by each of the pairs.
   d. Students will continue working with their partner to prepare and present, according to this scenario. You are members of your local school board. Present to your fellow board members why your four holidays should be school holidays.

STUDENT ACTIVITY: *Symbols of Texas*

STATE SYMBOLS WORDSEARCH

1. The _____ is the building shown on the back of the State Seal.
2. In Spanish, the _____ is called "el conejo."
3. The Texas _____ is the State Gem.
4. The flag designed by David G. _____ had a gold star.
5. The _____ is on the back of the State Seal to represent the Battle of Gonzales.
6. The flag of the _____ of America was used from 1861 to 1865.
7. In 1977, chili was selected as the State _____.
8. _____ is a State Holiday observed on June 19.
9. Guadalupe bass was selected as the State _____.
10. In 1991, the State Legislature selected the square dance as the State _____.
11. The _____ flag flew over Texas from 1685 to 1690.
12. _____ is the State Motto.
13. In 1993, the Texas red _____ was selected as the State Fruit.
14. Texas _____ is observed on March 2.
15. August 27, the birthday of Lyndon B. _____, is a State Holiday.
16. Texas is known as the _____ State.
17. The _____ flag flew over Texas from 1821 to 1836.
18. In 1927, the _____ was chosen as the State Bird.
19. "Texas _____" are words shown on the back of the State Seal.
20. The _____ is the State Tree.
21. The flag of the _____ is the same as the present state flag.
22. A State Holiday observed on April 21 is _____.
23. The _____ flag flew over Texas from 1519 to 1685 and 1692 to 1821.
24. In January, Texans observe Martin Luther King Jr.'s birthday as a _____.
25. "_____" is the State Song.
26. The words on the front of the State Seal are "_____."
27. The flag of the _____ is to be flown to the viewer's left.
28. Lorenzo de _____ may have designed an early Texas flag.

STATE SYMBOLS WORDSEARCH

R A B L U E T O P A Z J Z B C U H P V W C L I D U S I W B

R H I S K E F U W C R M Y J T I U R F E P A R G O Y E W S

O A W Q E Z W K X C H W I R E Z V H O E Z N H N L I M I W

F S E E P T C J W B U N I T E D S T A T E S E W H T V R V

S T B I T Q A S G C A L U H B J Y Y O H J A C R P Z I E D

V A L M Z T D T K E M A N C I P A T I O N D A Y B R I J T

G T H R Y R C K S W I X P S G F M F H D O H Z D E Y R U K

N E K X Y S C M B E Z S Z N A N S N I W H R F P T A P H L

V H B K R A F H N G T U V T D G S N K J P R U E W D H R P

H O L L A X M O V K H A N G H O D U V T I B X D G O K J P

W L U H T E O R L P H L R C N I V K H E L A N G U T V T D

G I E K S T C S J K P W N E V H N R N I S P H L T N V K H

N D B G E F K P U V D E T I D O D D C O G K J E N I P W H

R A O P N O I Q H L R A S V N E S O U K H N N A O C G U V

T Y N D O E N N G F K I N N J H F R P W H R C M R A Z P H

L V N K L T G I H N B G A C I T T N U V U E A T H J A D G

K J E P W A B S H L R C P P E E H L O B P L V K S N V H N

G U T V T T I H E D G K J X X P W H R C A P H L I A A V K

H N G U V S R T D G K J A A P W N A C I X E M H D S L R P

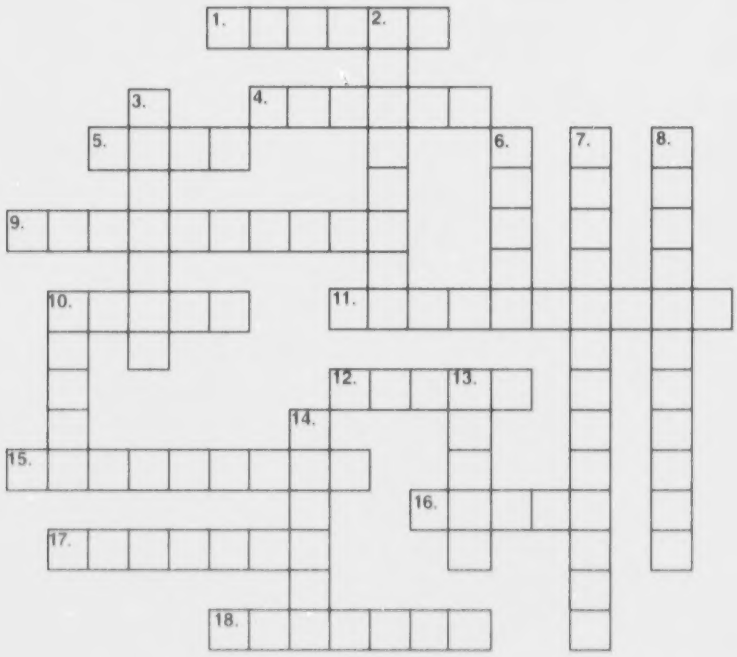
H L V K H E D N G U V S S T D G K J P W H R P H L V A K H

N G U V T H D G K J P Y A D E C N E D N E P E D N I W H R

P H L V K T H N G U V T D G K J P W H R P H L V K H N G U

STUDENT ACTIVITY: *Symbols of Texas*

STATE SYMBOLS CROSSWORD PUZZLE



Across Clues

1. He is thought to have designed a flag with a blue field and white star.
4. His flag had a gold star.
5. Guadalupe bass is the State ___.
9. It is the State Flower.
10. It is shown in the upper half of the back of the State Seal.
11. It is the State Motto.
12. Texas Independence Day is observed on ___ 2.
15. It is the State Gem.
16. This tree branch is shown on the front of the State Seal.
17. His birthday is a state holiday observed in August.
18. Martin Luther King, Jr.'s birthday is a state holiday observed in ___.

Down Clues

2. Texas is known as the ___ ___ State.
3. It is a tree branch shown on the front of the State Seal.
6. It is the State Tree.
7. It is the State Song.
8. It is the State Bird.
10. San Jacinto Day is observed on ___ 21.
13. It is the State Dish.
14. It is on the back of the State Seal to represent the Battle of Gonzales.

APPROACHES TO MULTICULTURAL CURRICULUM REFORM

James A. Banks
University of Washington

The Contributions Approach

Several identifiable approaches to the integration of ethnic content into the curriculum have evolved since the 1960s. The Contributions Approach to integration is one of the most frequently used and is often used extensively during the first phase of an ethnic revival movement. This approach is characterized by the addition of ethnic heroes into the curriculum that are selected using criteria similar to those used to select mainstream heroes for inclusion into the curriculum. The mainstream curriculum remains unchanged in terms of its basic structure, goals, and salient characteristics.

The Heroes and Holidays Approach is a variant of the Contributions Approach. In this approach, ethnic content is limited primarily to special days, weeks and months related to ethnic events and celebrations. Cinco de Mayo, Martin Luther King's Birthday, and Black History Week are examples of ethnic days and weeks that are celebrated in the schools. During these celebrations, teachers involve students in lessons, experiences, and pageants related to the ethnic groups being commemorated. When this approach is used, the class studies little or nothing about the ethnic groups before or after the special event or occasion.

The Contributions Approach is the easiest approach for teachers to use to integrate the curriculum with ethnic content. However, it has several serious limitations. Students do not attain a global view of the role of ethnic and cultural groups in U.S. society. Rather, they see ethnic issues and events primarily as an addition to the curriculum, and consequently as an appendage to the main story of the development of the nation and to the core curriculum in the language arts, the social studies, the arts, and to other subject areas. The teaching of ethnic issues with the use of heroes, holidays, and contributions also tends to gloss over important concepts and issues related to the victimization and oppression of ethnic groups and their struggles against racism and for power. Issues such as racism, poverty, and oppression tend to be evaded in the Contributions Approach to curriculum integration. The focus, rather, tends to be on success and the validation of the Horatio Alger myth that every American who is willing to work hard can go from rags to riches and pull himself or herself up by the bootstrap.

The Contributions Approach often results in the trivialization of ethnic cultures, the study of their strange and exotic characteristics, and the reinforcement of stereotypes and misconceptions. When the focus is on the contributions and unique aspects of ethnic cultures, students are not helped to understand them as complete and dynamic wholes.

The Ethnic Additive Approach

Another important approach to the integration of ethnic content to the curriculum is the addition of content, concepts, themes, and perspectives to the curriculum without changing its basic structure, purposes, and characteristics. The Additive Approach is often accomplished by the addition of a book, a unit, or a course to the curriculum without changing it substantially.

The Additive Approach allows the teacher to put ethnic content into the curriculum without restructuring it, which takes substantial time, effort, training, and rethinking of the curriculum and its purposes, nature, and goals.

The Additive Approach can be the first phase in a more radical curriculum reform effort designed to restructure the total curriculum and to integrate it with ethnic content, perspectives, and frames of reference. However, this approach shares several disadvantages with the Contributions Approach. Its most important shortcoming is that it usually results in the viewing of ethnic content from the perspectives of mainstream historians, writers, artists, and scientists because it does not involve a restructuring of the curriculum. The events, concepts, issues, and problems selected for study are selected using Mainstream-Centric and Euro-Centric criteria and perspectives. When teaching a unit such as "The Westward Movement" in a fifth grade U.S. History class, the teacher may integrate her unit by adding content about the Lakota (Sioux) Indians. However, the unit remains Mainstream-Centric and focused because of its perspective and point of view. A unit called "The Westward Movement" is Mainstream and Euro-Centric because it focuses on the movement of European Americans from the eastern to the western part of the United States. The Lakota Indians were already in the West and consequently were not moving West. The unit might be called, "The Invasion from the East," from the point of view of the Lakota. An objective title for the unit might be, "Two Cultures Meet in the Americas".

The Additive Approach also fails to help students to view society from diverse cultural and ethnic perspectives and to understand the ways in which the histories and cultures of the nation's diverse ethnic, racial, cultural, and religious groups are inextricably bound.

The Transformation Approach

The Transformation Approach differs fundamentally from the Contributions and Additive Approaches. This approach changes the basic assumptions of the curriculum and enables students to view concepts, issues, themes, and problems from several ethnic perspectives and points of view. The key curriculum issue involved in the Transformation Approach is not the addition of a long list of ethnic groups, heroes, and contributions, but the infusion of various perspectives, frames of reference, and content from various groups that will extend students' understandings of the nature, development, and complexity of U.S. society. When students are studying the Revolution in the British colonies, the perspectives of the Anglo Revolutionaries, the Anglo Loyalists, Afro-Americans, Indians, and the British are essential for them to attain a thorough understanding of this significant event in U.S. History. Students must study the various and sometimes divergent meanings of the Revolution to these diverse groups to fully understand it.

When studying U.S. history, language, music, arts, science, and mathematics, the emphasis should not be on the ways in which various ethnic and cultural groups have "contributed" to mainstream U.S. society and culture. The emphasis, rather, should be on how the common U.S. culture and society emerged from a complex synthesis and interaction of the diverse cultural elements that originated within the various cultural, racial, ethnic, and religious groups that make up American society. One of the ironies of conquest is that those who are conquered often deeply influence the cultures of the conquerors.

The Decision-Making and Social Action Approach

This approach includes all of the elements of the Transformation Approach but adds components that require students to make decisions and to take actions related to the concept, issue, or problem they have studied in the unit. In this approach, students study a social problem such as, "What actions should we take to reduce prejudice and discrimination in our school?"

They gather pertinent data, analyze their values and beliefs, synthesize their knowledge and values, and identify alternative courses of action, and finally decide what, if any, actions they will take to reduce prejudice and discrimination in their school. Major goals of the Decision-Making Approach are to teach students thinking and decision-making skills, to empower them, and to help them acquire a sense of political efficacy.

Mixing and Blending the Approaches

The four approaches to the integration of ethnic content into the curriculum that I have described are often mixed and blended in actual situations. One approach, such as the Contributions Approach, can also be used as a vehicle to move to other and more intellectually challenging approaches, such as the Transformation and the Decision-Making and Social Actions Approaches. It is not realistic to expect a teacher to move directly from a highly Mainstream-Centric curriculum to one that focuses on decision making and social action. Rather, the move from the first to the higher levels of ethnic content integration into the curriculum is likely to be gradual and cumulative.

LEVEL 4

The Social Action Approach

Students make decisions on important social issues and take actions to help solve them.

LEVEL 3

The Transformation Approach

The structure of the curriculum is changed to enable students to view concepts, issues, events, and themes from the perspectives of diverse ethnic and cultural groups.

LEVEL 2

The Additive Approach

Content, concepts, themes and perspectives are added to the curriculum without changing its structure.

LEVEL 1

The Contributions Approach

Focuses on heroes, holidays, and discrete cultural elements.

Dr. Banks is currently a professor of education at the University of Washington-Seattle. He is a past president of the National Council for the Social Studies.

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**The Social Studies Texan, Texas Council for the Social Studies, Winter, 1990.*

LESSON 3: *Natural Beauty of Texas*

Texas Almanac Reference **Pages**

"The Natural Beauty of Texas" *15-20*

Social Studies TEKS	TAAS	TAKS
4 - 6, 22, 23, 24	4 - Reading - 5	8 - Social Studies - 5
7 - 8, 9, 21, 22, 23	8 - Social Studies - 7, 8	
8 - 10, 30, 31		

Instructional Suggestions

1. This activity allows students, through a simulated "bus tour," to gain a better knowledge of the natural beauty of Texas. Students will sit in a "bus" in rows of three or four to form eight groups.
   a. After selecting eight sites from the pictures on pages 15-20, the teacher will use a wall map to show their locations in the order of their tour.
   b. As the teacher locates and numbers each site on the wall map, students will locate the site on their individual Texas outline map (Appendix).
   c. Using a highway map, students will write the driving routes, including highway number(s), approximate distances, and cardinal and intermediate directions, from site 1 to site 2, etc.
   d. Each of the eight groups is responsible for using outside sources to research one of the assigned/selected sites.
   e. As the "bus tour" reaches each destination, student groups will present a brief oral report on their site. Each group will create a symbol or logo which represents their location and draw it in the approximate location on the wall map.

2. Each student will design a postcard representing one of the sites visited on the "bus tour."

3. Working in small groups, students will create an illustrated travel brochure that would attract visitors to the sites shown on pages 15-20.

LESSON 4: *La Salle's Colony in Texas*

Texas Almanac Reference — **Pages**

"La Salle's Colony in Texas" *21-25*

Social Studies TEKS	TAAS	TAKS
4 - 2, 22, 23 7 - 2, 21, 22	4 - Reading - 11, 13	8 - Social Studies - 5

Instructional Suggestions

1. Students will be divided into small groups to participate in an "archaeological dig." Each group should receive a shoebox filled with sand. Hidden in the sand should be items that may have been used in the seventeenth century, such as cooking utensils, chess and backgammon pieces, decorative beads, nails, pottery shards, buckles, candles, compasses, etc. As they use a tea strainer to unearth the objects buried in the sand, each group will complete a chart with this information concerning each item - name, illustration, possible use, and modern-day equivalent.

2. Students will read pages 21-25, and complete the chronology and timeline activities.
   a. Determine the year in which each of these events occurred.
   b. Write the year of each event in the blank.
   c. Create an illustrated timeline - with a symbol, illustration, or picture for each of these events.

_____ La Salle set sail for the Gulf of Mexico.
_____ The remains of *La Belle* were found in Matagorda Bay by the Texas Historical Commission.
_____ The Karankawas attacked Fort St. Louis.
_____ La Salle claimed the Mississippi basin for France.
_____ La Salle was killed by some of his own men.
_____ La Belle sank in a storm.
_____ The Spanish found the remains of *La Belle*.
_____ The Texas Historical Commission began the search for *La Belle*.
_____ *La Belle* entered Matagorda Bay.
_____ General León found the remains of Fort St. Louis.

3. Students will write a journal addressing these entries; their perspective should be that of a member of the French expedition.

a. August 1, 1684 - *La Belle* sets sail from France.
b. February 18, 1685 - *La Belle* enters Matagorda Bay.
c. January 1689 - Fort St. Louis is attacked by the Karankawas.

Instructional Suggestions, continued

4. Students will read pages 21-25 to gain background knowledge in order to write a cinquain about La Salle.

Guidelines of Cinquain
5 lines, 11 words, in pyramid format

Title (one word)
Adjective Adjective
Action word Action word Action word (3 "ing" words)
A phrase indicating mood or feeling
A statement capturing the essence of the topic

5. Students will create a Story Board after a teacher introduction of pages 21-25.
   a. Fold a sheet of paper into six sections.
   b. Label each section with the subtitles from pages 21-25, e.g., "Building the Colony."
   c. Read the information under each subtitle and create an illustration of each section.
   d. Use five colors and write a caption for each illustration.
   e. On the back of each section, write a paragraph describing that particular illustration.

6. Students will write a paragraph evaluating the leadership of La Salle after analyzing the information on pages 21-25.

LESSON 5: *Morse's Telegraph*

Texas Almanac Reference **Page**

"Texas Ignored Morse's Gift of Telegraph" *25*

Social Studies TEKS	TAAS	TAKS
4 - 13, 21	4 - Reading - 8, 13	8 - Social Studies - 3
7 - 4, 20	8 - Social Studies - 3	
8 - 28		

Instructional Suggestion

Using the International Morse Code, students will decipher the message written below. Students will then write their own secret message using IMC. They will exchange messages with other students for translation, or tap it out on their desk for the class to decipher.

••• •— —— / •••• ——— ••— ••• — ——— —• / •—— •— ••• /

—• •• —•—• —•— —• •— —— • —•• / •—••—• — •••• • /

•—• •— •••— • —• •—••—• / —••• —•—— / — •••• • /

—•—• •••• • •—• ——— —•— • • / •• —• —•• •• •— —• ••• •—•—•—

International Morse Code

Alphabet		Numerals		Punctuation and other signs	
A	•—	1	•————	Period	•—•—•—
B	—•••	2	••———	Colon	———•••
C	—•—•	3	•••——	SOS	•••———•••
D	—••	4	••••—	End of message	•—•—•
E	•	5	•••••	Comma	——••——
F	••—•	6	—••••	Semicolon	—•—•—•
G	——•	7	——•••	Start	—•—
H	••••	8	———••	Understood	•—•
I	••	9	————•	Interrogation	••——••
J	•———	0	—————	Quotation marks	•—••—•
K	—•—			Wait	•—•••
L	•—••			Error	••••••••
M	——				
N	—•				
O	———				
P	•——•				
Q	——•—				
R	•—•				
S	•••				
T	—				
U	••—				
V	•••—				
W	•——				
X	—••—				
Y	—•——				
Z	——••				

LESSON 6: *Camino Real in Texas*

Texas Almanac Reference **Pages**

"The Origins of the Camino Real in Texas" *27-32*

Social Studies TEKS
4 - 2, 10, 22, 23, 24
7 - 1, 9, 19, 21, 22, 23
8 - 6, 30, 31, 32

TAAS
8 - Social Studies - 5, 7, 8

TAKS
8 - Social Studies - 5

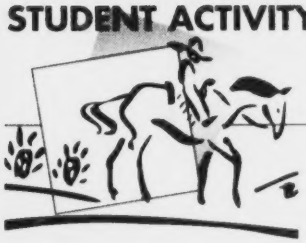
Instructional Suggestions

1. Students will read pages 27-32 to complete Camino Real Time.

2. After reading pages 27-32, students will write a letter to their local newspaper editor supporting or opposing the National Park Service's proposal to designate the Camino Real as a National Historic Trail. Students may also refer to the Web site for the National Park Service, www.nps.gov, then click on search and enter caminoreal.

3. Using pages 27-32, the students will design a cover for a book about the origins and history of the Camino Real. The book cover should include a title and color illustrations.

4. Students will use pages 27-32 to create the Camino Real Journey. Working in small groups, students will create the journey on large sheets of paper. Historical events, people, places, and Spanish vocabulary should be illustrated during the journey, along with signs, inns, landmarks, and dangers.



CAMINO REAL TIME

12

The importance of the C_____ is seen in the history and development of the region.

1

The Camino Real was a r_____ with special status.

2

The road was a n_____ of Spanish roads.

3

In time, the road was extended into Texas to connect the m_____ to each other and Mexico City.

4

Modern highways often follow historical I_____ trails.

5

Landmarks along the routes of St. Denis' journeys include the 1690 site of the M_____.

6

The major springs of the B_____ attracted both European explorers and Indian travelers along the Camino Real.

7

The Camino Arriba was commonly shown on maps drawn by S_____ in the 1820s.

8

Travelers along the Camino Real in East Texas may have seen C_____ in the 18th century.

9

Archaeologists located the remains of the first townsite of S_____ near the Camino Real.

10

The route was commemorated through the efforts of the D_____ by the placement of granite markers in 1915.

11

The most important landmark along the Camino Real today is Caddoan Mounds State Historical Park, formerly known as E_____.

21

LESSON 7: *Red River Boundary*

Texas Almanac Reference **Pages**

"Red River Boundary Settled - Again" *33-34*

Social Studies TEKS
4 - 5
7 - 7, 9, 10
8 - 11

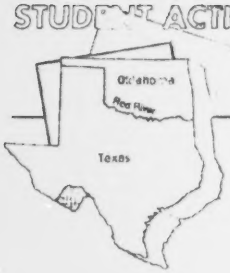
TAAS
4 - Reading - 8, 10
8 - Social Studies - 2

TAKS
8 - Social Studies - 2

Instructional Suggestion

Using pages 33-34, students will complete the Red River Boundary Magic Puzzle. Read each clue; locate the answer to each clue in the puzzle. Write the number of the clue in the correct puzzle picture. Students will be able to check their answers by adding the numbers in each column (vertically) and each row (horizontally); each total will be the same for each column and row. This is the magic number; write in the number.

STUDENT ACTIVITY: *Red River Boundary*



RED RIVER BOUNDARY MAGIC PUZZLE

Oil	Texarkana	Oklahoma
Adams-Onis	1923	1858
Frank Keating	Samuel S. Gannette	2000

The Magic Number: ____

1. In the year ___ the Texas-Oklahoma boundary was finally settled.
2. The ___ Treaty of 1819 established the eastern and northern boundary of Spanish Texas.
3. In 1911, a flood near ___ put a square mile of Texas on the Oklahoma side.
4. In ___, the Supreme Court declared that the Red River could not be classified as navigable.
5. ___ became a territory of the United States in 1890.
6. Governor ___ of Oklahoma signed the Red River Boundary Compact.
7. The discovery of ___ in the river bed stirred up the boundary dispute in 1919.
8. In 1930, the Supreme Court pronounced that the survey line made by ___ was the true 100th meridian.
9. In the year ___, surveyors determined the 100th meridian as shown on the Melish map was drawn incorrectly.

LESSON 8: *Texas: Prehistory to Annexation*

Texas Almanac Reference	**Pages**
"Prehistoric Texas"	*35*
"The Spanish Explorations"	*35-36*
"French Exploration"	*36*

Social Studies TEKS	**TAAS**	**TAKS**
4 - 1, 2, 22, 23, 24	4 - Reading - 2	8 - Social Studies - 1, 5
7 - 1, 2, 21, 22, 23	8 - Social Studies - 5, 7	
8 - 1, 2, 24, 30, 31, 32		

Instructional Suggestions

1. Students will illustrate each of the four basic stages of cultural advancement for prehistoric Texas, using page 35. Each student should fold a sheet of unlined paper into four equal sections. Each section should be labeled with the name of a stage and illustrated to reflect the culture of that period.

2. Using pages 35-36, students will work in small groups to create a living statue of one of the Spanish or French explorers. Roles to be assigned are
   a. illustrator, who will create the props;
   b. mapmaker, who will chart the explorer's route(s);
   c. author, who will write a brief narrative for the commemorative plaque that will be a part of the living statue; and
   d. spokesperson, who will relate the explorer's experiences during the living statue presentation.

   As students complete these tasks, they must also determine the design of their living statue, using themselves and the materials they have created. For example, one student might be the explorer claiming the land by planting a flag; another student might be the Indian meeting him/her; and other students might be representative of the environment. Two groups may be assigned the same explorer - one from the perspective of the Spanish or French explorer and the other from the viewpoint of the Indians. As each group presents its living statue, class members will complete a chart with this information - name of explorer, sketch of statue, and facts learned about this explorer from the presentation.

LESSON 9: *Texas: Prehistory to Annexation*

Texas Almanac Reference **Pages**

"Spanish Rule" *36-37*
"The Demise of Spain" *37*
"American Immigrants" *37-38*

Social Studies TEKS	TAAS	TAKS
4 - 1, 2, 15, 22, 23, 24	4 - Reading - 4, 5	8 - Social Studies 1, 3, 5
7 - 1, 2, 21, 23	8 - Social Studies - 5, 6, 8	
8 - 1, 2, 6, 24, 30, 31, 32		

Instructional Suggestions

1. Using pages 36-37, students will create a cartoon strip which illustrates the interactions and perspectives of the people involved in a Spanish mission. The cartoon should include at least two of these characters - an Indian receptive to accepting the Spanish culture, an Indian opposed to accepting the Spanish culture, a Spanish priest, and a Spanish soldier. Cartoons should include pictures and dialogue.

2. Students will create an obituary for the decline of the Spanish Empire, using page 37. They should include a timeline, simple drawings, and a written explanation.

3. a. Using pages 37-38, students will create a print or visual advertisement encouraging immigration to Texas.
   b. Students will draw and write a caption for an editorial cartoon on immigration from the perspective of either the Indians or the Spanish.

LESSON 10: *Texas: Prehistory to Annexation*

Texas Almanac Reference **Pages**

"Mexico, 1821-1836" *38-39*

Social Studies TEKS	TAAS	TAKS
4 - 22	4 - Reading - 2	8 - Social Studies - 1, 5
7 - 21	8 - Social Studies - 8	
8 - 30		

Instructional Suggestion

Students will read pages 38-39 and complete the sequencing activity.

a. Write the year in which each of these events occurred in the appropriate column.
b. Write "1" in the appropriate column for the first event that occurred and continue until all events are sequenced.

Year	Order	
____	____	The First Republic of Texas was proclaimed.
____	____	Iturbide was overthrown and a new constitution was adopted.
____	____	Magee, commander of the "Republican Army of the North," captured Nacogdoches.
____	____	The war for Mexico's independence from Spain ended.
____	____	Mexico's legally-elected administration was overthrown by supporters of Vicente Guerrero, thus beginning a chaotic political period.
____	____	Mexico's war for independence from Spain began.

LESSON 11: *Texas: Prehistory to Annexation*

Texas Almanac Reference	**Pages**
"Texas, 1821-1833"	*39-40*
"Prelude to Revolution"	*40-41*
"Winning Independence"	*41-42*

Social Studies TEKS	**TAAS**	**TAKS**
4 - 3, 15, 22, 23, 24	4 - Reading - 2, 5	8 - Social Studies - 1, 5
7 - 1, 2, 3, 21, 22, 23	8 - Social Studies - 5, 6, 7, 8	
8 - 6, 30, 31, 32		

Instructional Suggestions

1. Using pages 39-40, students will develop a diary of a colonist; topics should include why he/she came, tasks to be completed, weaknesses of the Mexican colonial policy, and disagreements with the Mexican government.

2. Students will complete the History Mystery Picture Puzzle, using pages 40-42. They should read each statement and determine if it is true or false. If it is true, connect the numbers indicated by the "T." If it is false, connect the numbers indicated by the "F." If the answers are correct, students will easily recognize the mystery picture that emerges.

3. Using pages 41-42, students will locate each dated historical event and place it on the Texas Revolution Calendar.

4. Students will illustrate the journey of Texas toward independence by creating a Texas Independence Highway, using pages 39-42. Working in small groups, students will construct the highway on large sheets of paper. Major causes, leaders, and events of the revolution should be included in the road's development, along with crossroads, detours, forks, frontage/access/service roads, billboards, etc.

STUDENT ACTIVITY: *Texas: Prehistory to Annexation*

HISTORY MYSTERY PICTURE PUZZLE

1. By 1835, Texas exports amounted to $500,000.
   T - 22 to 26
   F - 27 to 36

2. The value of Texas imports was less than the value of its exports.
   T - 53 to 57
   F - 62 to 63

3. By 1834, Texans had been granted the right to trial by jury.
   T - 38 to 39
   F - 46 to 50

4. In 1834, Santa Anna took complete control of the Mexican government.
   T - 4 to 25
   F - 42 to 43

5. The Texas "war party" wanted to fight on the side of Santa Anna.
   T - 44 to 49
   F - 12 to 13

6. The majority of Texans supported William Travis' actions at Anahuac.
   T - 14 to 17
   F - 55 to 56

7. The "consultation" met at Washington-on-the-Brazos in October 1835.
   T - 37 to 38
   F - 9 to 10

8. Santa Anna repealed the Constitution of 1824.
   T - 39 to 63
   F - 47 to 48

9. Citizens of Gonzales refused to release Mexican soldiers they had captured.
   T - 19 to 20
   F - 51 to 52

10. Texans defeated Mexican soldiers at Goliad and Nacogdoches in the fall of 1835.
    T - 31 to 34
    F - 5 to 7

11. General Cos was defeated in Saltillo in December 1835.
    T - 1 to 7
    F - 41 to 42

12. Sam Houston ordered James Bowie to go to the Alamo.
    T - 3 to 4
    F - 30 to 33

13. David Crockett brought 32 volunteers to the Alamo.
    T - 39 to 58
    F - 28 to 31

14. The Consultation chose Henry Smith as president of Texas.
    T - 16 to 17
    F - 12 to 19

15. Henry Smith ordered William B. Travis to protect the government in Gonzales.
    T - 11 to 12
    F - 56 to 62

16. There were approximately 150 men in the Alamo by February 23.
    T - 8 to 9
    F - 6 to 10

17. The demand by Santa Anna that the Texans surrender was answered with a cannon shot.
    T - 29 to 32
    F - 36 to 48

18. Because of James Bowie's illness, William Travis took complete command of the Texans at the Alamo.
    T - 26 to 28
    F - 36 to 48

19. Eight Texas defenders were killed at the Alamo in the first three days of fighting.
T - 32 to 43
F - 34 to 35

20. Reinforcements from Gonzales entered the Alamo on March 1.
T - 24 to 25
F - 35 to 36

21. Texans defeated Santa Anna's army at the Alamo.
T 59 to 62
F - 35 to 41

22. The United States flag flew over the Alamo.
T - 49 to 53
F - 32 to 37

23. Texas declared independence on March 2, 1836.
T - 23 to 29
F - 1 to 2

24. James Fannin's soldiers defeated General Urrea at Goliad.
T - 31 to 40
F - 3 to 9

25. David Burnet and Lorenzo de Zavala were named interim president and vice president of Texas.
T - 18 to 22
F - 44 to 57

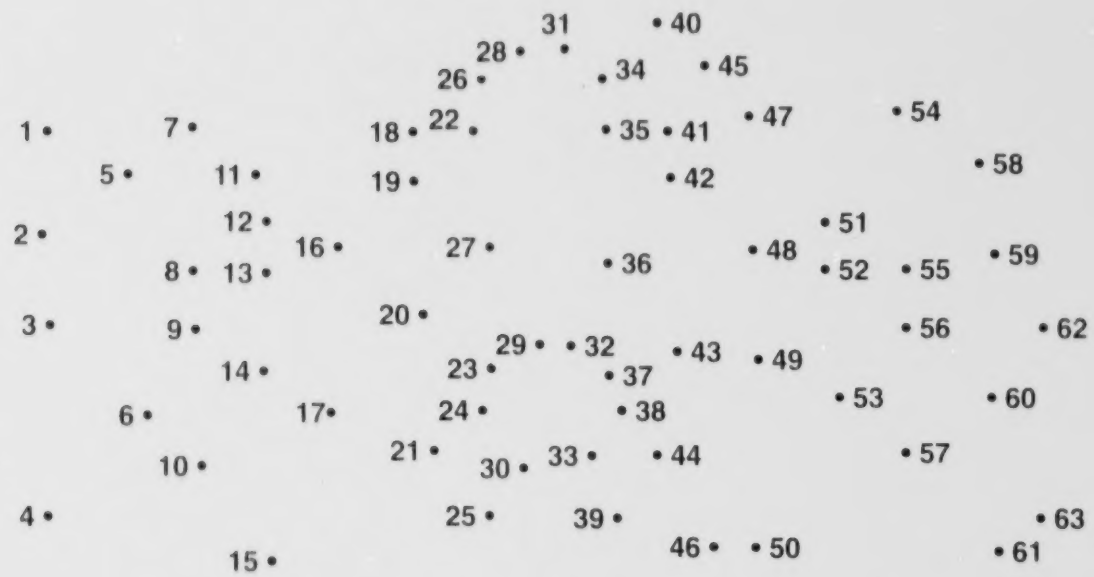
26. Erastus Smith and Hendrick Arnold were unable to gather information which would help the Texans.
T - 10 to 21
F - 23 to 24

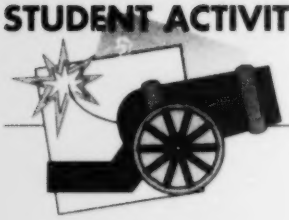
27. Juan Seguin refused to fight against Santa Anna.
T - 2 to 12
F - 8 to 13

28. The Battle of San Jacinto lasted less than twenty minutes.
T - 42 to 51
F - 53 to 60

29. Santa Anna escaped the battle, returned to Mexico, and later fled to Spain.
T - 25 to 39
F - 18 to 19

30. Sam Houston was wounded during the Battle of San Jacinto.
T - 52 to 55
F - 50 to 61

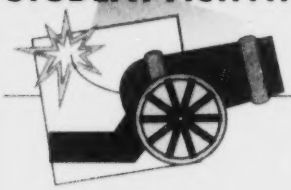




TEXAS REVOLUTION CALENDAR

February 1836

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

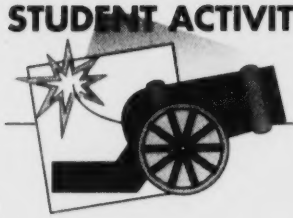


TEXAS REVOLUTION CALENDAR

March 1836

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

31



TEXAS REVOLUTION CALENDAR

April 1836

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

32

LESSON 12: *Texas: Prehistory to Annexation*

Texas Almanac Reference **Pages**

"Republic of Texas, 1836-1845" *42-44*

Social Studies TEKS	TAAS	TAKS
4 - 3, 22, 23, 24	4 - Reading - 2, 4, 5	8 - Social Studies - 1, 5
7 - 4, 21, 22, 23	8 - Social Studies - 2, 5, 6, 8	
8 - 6, 30, 31, 32		

Instructional Suggestions

1. Students will write a eulogy for Stephen F. Austin, including biographical data and major accomplishments.

2. In small groups students will be assigned one of these problems facing the Republic of Texas: Santa Anna, the Texas army, the annexation of Texas, education, Indian policies, and problems with Mexico. Each group will research and present to the class information which includes stating the problem, its cause, and its solution. Class members will take notes as each group reports.

TEACHER'S LESSON PLANNER

LESSON 13: *Texas: Annexation to 1920*

Texas Almanac Reference	**Pages**
"Annexation"	*44-45*
"1845-1860"	*45*

Social Studies TEKS	**TAAS**	**TAKS**
4 - 3, 22, 23, 24	4 - Reading - 2, 4, 5	8 - Social Studies - 1, 5
7 - 4, 21, 22, 23	8 - Social Studies - 2, 5, 6, 8	
8 - 6, 30, 31, 32		

Instructional Suggestions

1. Students will either create an editorial cartoon or write a letter to the newspaper editor supporting or opposing the annexation of Texas, using pages 44-45.

2. Using page 45, students will complete the Early Statehood Word Puzzle.

3. a. Students will participate in an autograph party with invited guests. Using the Invitation List, teachers will assign one guest to each student. Students will use pages 44-48 to research their person and write the notable information on an index card. Using their index cards to introduce themselves as that invited guest, students will share their notable information with each other as they circulate the classroom. As they complete each interview with another guest, they will exchange autographs on each other's Autograph List until they have met all the other guests. Students should be instructed on introduction etiquette skills.

   b. Students will select a notable individual whom they would like to meet from local, state, and national governments. After conducting research on their three individuals, students will justify their selections.

EARLY STATEHOOD WORD PUZZLE

1. ___ **E** ___ ___ ___ ___
2. ___ **A** ___ ___ ___ ___ ___ ___
3. ___ ___ ___ ___ **R** ___ ___ ___ ___ ___
4. ___ ___ **L** ___
5. ___ ___ ___ ___ ___ ___ **Y**

6. ___ **S** ___ ___ ___ ___
7. ___ ___ ___ **T** ___ ___ ___ ___ ___
8. ___ ___ ___ ___ ___ ___ **A** ___ ___
9. ___ **T** ___ ___ ___ ___ ___
10. ___ ___ **E** ___ ___ ___
11. ___ **H** ___ ___ ___ ___ ___ ___
12. ___ **O** ___ ___ ___ ___
13. ___ **O** ___ ___ ___ ___ ___
14. ___ ___ ___ ___ ___ ___ ___ **D** ___

1. In 1845, the United States went to war with _____ .
2. One of the first encounters of the War with Mexico took place at _____ _____ .
3. The _____ of 1850 settled Texas' public debt and land disputes.
4. _____ was president of the United States during the War with Mexico.
5. The first whites to push the frontier into west Central Texas were from _____ .
6. General Winfield _____ led the capture of Mexico City in 1847.
7. The United States acquired the American _____ after the War with Mexico.
8. _____ was the leader of the German immigrants to Texas.
9. General _____ commanded the United States army troops in Texas in 1845.
10. The disputed area was south of the _____ River.
11. The Treaty of Guadalupe _____ ended the War with Mexico.
12. _____ was the largest money crop in Texas.
13. People such as _____ dominated elections during early statehood.
14. After the War with Mexico, the _____ _____ became the boundary between the United States and Mexico.

INVITATION LIST

William H. Wharton

Andrew Jackson

Mirabeau B. Lamar

Isaac Van Zandt

John Tyler

James K. Polk

Anson Jones

Zachary Taylor

Mariano Paredes

Winfield Scott

John O. Meusebach

Hardin Runnels

John H. Reagan

Abraham Lincoln

Oran M. Roberts

Edward Clark

Paul O. Hebert

Sam Houston

John B. Magruder

Dick Dowling

John S. "Rip" Ford

Robert E. Lee

Gordon Granger

A. J. Hamilton

Andrew Johnson

E. M. Gregory

J. W. Throckmorton

E. M. Pease

E. J. Davis

Richard Coke

STUDENT ACTIVITY: *Texas: Annexation to 1920*

AUTOGRAPH LIST

1. _____ was Texas' first representative in Washington with instructions to gain recognition of the new Republic's independence.

2. _____ was the U. S. president who recognized the Republic of Texas.

3. _____ was a Texas president who opposed annexation and dreamed of an empire to rival the United States for supremacy of the North American continent.

4. _____ was ordered by president Houston to renew annexation negotiations with the United States.

5. _____ was the U. S. president who supported annexation but worried about ratification in the U. S. Senate.

6. _____ was the U. S. president when Texas was annexed.

7. _____ was the last president of the Republic of Texas.

8. _____ moved troops into the disputed area south of the Nueces River to the Rio Grande.

9. _____ was the Mexican president who announced the beginning of a defensive war against the United States in 1846.

10. _____ was the U. S. general who captured Mexico City in 1847.

11. _____ led Germans to settle Fredericksburg in 1846.

12. _____, when elected governor of Texas, dealt Sam Houston the only election defeat in his political career.

13. _____ was elected to one of Texas' two congressional seats in 1859.

14. _____, in 1860, was the U. S. presidential candidate whose name did not appear on the ballot in Texas.

15. _____ encouraged counties to elect delegates to a convention in Austin in 1861 in support of secession.

16. _____ was the Texas governor who refused to take an oath of loyalty to the Confederacy.

17. _____ replaced Sam Houston as governor when Houston refused to take an oath of loyalty to the Confederacy.

18. _____ was the Confederate commander of the Department of Texas.

19. _____ was the Confederate commander who retook Galveston on January 1, 1863.

20. _____ was a Confederate lieutenant who successfully defended Sabine Pass.

21. _____ was the commander of Texas troops that pushed Union soldiers out of Brownsville.

22. _____ was the general who surrendered at Appomattox in April 1865.

23. _____ was the commander who began Union occupation of Texas and proclaimed the emancipation of slaves.

24. _____ was a Unionist and former congressman who was named provisional governor of Texas.

25. _____ was the U. S. president during early Reconstruction.

26. _____ was the Union general who began the Freedman's Bureau.

27. _____ was a Unionist who became chairman of the Constitutional Convention of 1866.

28. _____ was a Unionist who was named provisional governor of Texas by the military authorities.

29. _____ was Texas governor from 1870-1874.

30. _____ was Texas governor when Reconstruction ended in Texas.

LESSON 14: *Texas: Annexation to 1920*

Texas Almanac Reference **Pages**

"Secession" *45-46*
"Civil War" *46-47*
"Reconstruction" *47-48*

Social Studies TEKS
4 - 4, 6, 22, 23, 24
7 - 5, 9, 21, 22, 23
8 - 7, 8, 9, 10, 24, 30, 31, 32

TAAS
4 - Reading - 2, 5
8 - Social Studies - 2, 5, 6, 7, 8

TAKS
8 - Social Studies - 1, 3, 5

Instructional Suggestions

1. Students will read pages 45-46 and answer these questions.

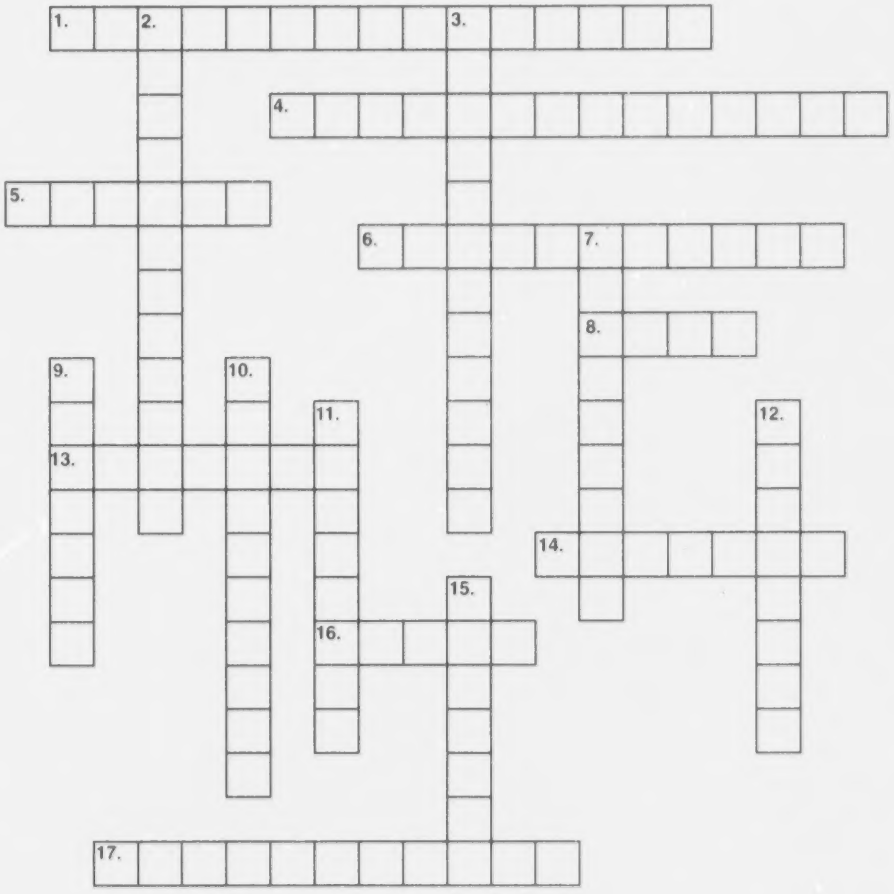
   a. What happened to the Texas population between 1850 and 1860?
   b. What group of people controlled the wealth of the state and dominated the politics?
   c. What was an economic goal of the new immigrants?
   d. What was the platform of the Know-Nothing Party?
   e. Which political party was spurred to serious party organization as a result of the Know-Nothing successes?
   f. In 1857, who was dealt the only election defeat in his political career?
   g. How did most Texans feel about secession?
   h. Since the army could not control the Indian raids and Congress refused to provide aid, what government fell into disrepute?
   i. What was the result of the 1861 state election?
   j. Why was Governor Sam Houston replaced by Lt. Gov. Edward Clark?

2. Students will locate these places (Galveston, Sabine Pass, Brazos Santiago, Brownsville, and Palmito Ranch) on a Texas outline map (Appendix) and then create a historical marker for each, using pages 46-47.

3. Using pages 47-48, students will complete the Reconstruction Crossword Puzzle.

STUDENT ACTIVITY: *Texas: Annexation to 1920*

RECONSTRUCTION CROSSWORD PUZZLE



Across Clues

1. This was organized to provide help for the newly freed slaves.
4. This word means rebuilding.
5. Members of this group were still not considered full citizens by 1866.
6. This word means temporary.
8. This person was elected governor of Texas in 1873.
13. This word means to end slavery.
14. This person was president of the U. S. during Reconstruction.
16. This governor's administration was the most unpopular in Texas history.
17. This was the name of the seceded Southern states.

Down Clues

2. This word means the act of setting free.
3. This was the Mexican president who fought against the French and Mexican royalists.
7. This word means to withdraw from or leave the Union.
9. This general was in charge of the Union occupation of Texas in 1865.
10. This amendment abolished slavery.
11. This was the commander of the Fifth Military District.
12. This political party controlled the Texas government by 1874.
15. A citizens' army is a state ___.

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LESSON 15: *Texas: Annexation to 1920*

Texas Almanac Reference **Pages**

"Capital and Labor" *48-50*

Social Studies TEKS
4 - 5, 8, 12, 13, 22, 23, 24
7 - 6, 12, 21, 22, 23
8 - 24, 30, 31, 32

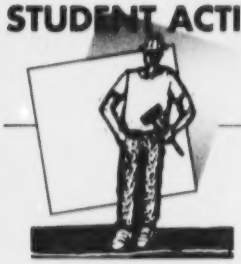
TAAS
4 - Reading - 2, 4, 5
8 - Social Studies - 5, 8

TAKS
8 - Social Studies - 5

Instructional Suggestion

Students will complete the Capital and Labor Outline, using pages 48-50.

STUDENT ACTIVITY: *Texas: Annexation to 1920*



CAPITAL AND LABOR OUTLINE

I. Constitutional Convention 1875
   A. Purpose was to rewrite the _____ _____.
   B. Curtailments included
      1. salaries of public _____.
      2. _____ _____ _____.
      3. election of _____ rather than appointment.
      4. state _____ programs.
      5. _____ bureau, and
      6. destruction of the _____ _____.
   C. Accomplishments
      1. _____ were to be common carriers and subject to _____.
      2. The _____ were re-established.

II. Economy
   A. The backbone of the state's economy was the _____ _____.
   B. Federal monetary policy
      1. Issuance of _____ brought a business boom but also increased _____.
      2. In 1879, the nation returned to the _____.
      3. _____ _____ declined between 1873 and 1891.
      4. In the 1870s, _____ values and _____ prices dropped.
   C. Land policy
      1. The number of _____ doubled and the number of _____ tripled.
      2. The much-criticized _____ - _____ system was developed.
   D. Railroads
      1. The _____ & _____ and the _____ - _____ - _____ railroads changed the state's trade patterns.
      2. Movement of trade now included the _____ and the _____.
   E. Politicians
      1. _____ _____ _____ was neither a Confederate veteran nor tied to past party policies.
      2. The _____ _____ was evident.
      3. Use of _____ _____ _____ grew.
         a. Its purpose was to limit blacks' access to _____ _____.
         b. They required railroads to provide _____ accommodations for blacks and whites.
      4. Since the farmers felt that Hogg had not gone far enough in the reform movement, the _____ _____ was formed.
      5. In 1893, _____ _____ _____ was the leader of the Texas Republicans.
      6. By 1896, the Populist Party fused with the _____ 41.

LESSON 16: *Texas: Annexation to 1920*

Texas Almanac Reference — **Pages**

"1900-1920" *50-51*

Social Studies TEKS
4 - 5, 13, 23, 24, 25
7 - 7, 10, 11, 12, 21, 22, 23
8 - 30, 31, 32

TAAS
4 - Reading - 2, 5
8 - Social Studies - 7, 8

TAKS
8 - Social Studies - 5

Instructional Suggestion

Students will use a blank grid (Appendix) and this information to complete a grid coordinates puzzle. The horizontal axis should be numbered from 1-22; the vertical axis should be lettered from A-R. They should begin writing their answers (pages 50-51) in the grid according to the coordinates at the beginning of each statement.

Across

C - 5 Because of raids by _____ _____ in 1916, President Wilson activated the National Guard.

G - 5 _____ against black soldiers led to a riot in Houston in 1917.

I - 1 By 1920, nearly one-third of the population of Texas lived in the _____ .

J - 7 In 1903, the Legislature passed laws to prohibit the abuse of _____ labor.

L - 12 In 1900, a devastating hurricane struck _____ .

O - 3 Beginning in 1914, _____ became one of the most dominant and colorful figures in Texas politics.

P - 12 The House approved articles of _____ against Governor Ferguson for embezzlement in 1917.

R - 1 _____ were given the right to vote in state primaries in 1918.

Down

A - 7 The Texas _____ were sent to the Valley in 1913 to offer protection from Mexican rebels.

A - 13 In 1903, the Legislature imposed a _____ tax as a requisite for voting.

F - 9 In the early twentieth century, the _____ movement gathered strength in Texas.

F - 14 The election of _____ as governor in 1906 marked a progressive period in Texas politics.

F - 17 The United States entered _____ War I in 1917.

F - 20 The _____ Ship Channel was built to provide an inland port.

G - 5 The "Plan of San _____" started a bloodbath in the Valley in 1915.

K - 16 In 1911, the _____ Revolution broke out.

M - 5 During World War I, intolerance was shown toward _____ - Texans because of their ancestry.

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LESSON 17: *Environment of Texas*

Texas Almanac Reference	Pages		Pages
"The Physical State of Texas"	*53*	*"Major Rivers"*	*64-67*
"Physical Regions"	*54-57*	*"Lakes and Reservoirs"*	*67-71*
"Geology of Texas"	*57-59*	*"Texas Plant Life"*	*72-73*
"Soils of Texas"	*59-62*	*"Texas Forest Resources"*	*73-76*
"Water Resources"	*62-64*	*"State Forests," "National Forests and Grasslands in Texas"*	*77*

Social Studies TEKS	TAAS	TAKS
4 - 6, 7, 9, 22, 23, 24	4 - Reading - 3, 5	8 - Social Studies - 2, 5
7 - 8, 9, 10, 21, 22, 23	8 - Social Studies - 4, 7, 8	
8 - 10, 12, 30, 31, 32		

Instructional Suggestions

1. In small groups, students will create a collage reflecting each of the four physical regions of Texas. A Texas outline map (Appendix) will be divided into the four regions. Students will illustrate the regions using magazine pictures or their own drawings. They will use pages 54-57 and include, for example, geographical features, natural vegetation, and resources.

2. a. Students will use pages 57-59 to color and make a key showing the geology of Texas on the Texas geology map outline (Appendix).

   b. Students will select the geological area in which their town is located and write an essay describing their area.

3. Students will use pages 59-62 to create a chart on the Soils of Texas. They will choose either the odd or even numbered soil subdivisions for the vertical column on their chart. The horizontal columns should be titled: Type of Soil, Size in Acres, Economic Activity, and Soil Concerns.

4. Using pages 62-64, students will complete the Water Resources Magic Puzzle. Read each clue; locate the answer to each clue in the puzzle. Write the number of the clue in the correct state outline. Students will be able to check their answers by adding the numbers in each column (vertically) and each row (horizontally); each total will be the same for each column and row. This is the magic number; write in the number.

5. a. Students will use the "Principal Rivers" map on page 64 and their textbook to locate and label the rivers of Texas.
   b. Students will complete Name That River, using pages 64-67.
   c. Using the information from this activity and a blank grid (Appendix), students will work with a partner to create their own puzzle, including the across and down clues. Upon completion, students will exchange and solve the puzzles.
   d. Students will complete the Rivers of Texas Crossword Puzzle, using pages 64-67.

6. Students will create a pictograph to show the storage capacity of Amistad Reservoir, Lake Meredith, Lake Palestine, and two of their choice, using pages 67-71. They will design their own symbol.

7. Students will pretend that they have been commissioned by their local Chamber of Commerce to create a postcard on plant life areas, using pages 72-73. On one side of an index card, they will illustrate the area of their choice and on the other side they will write an explanation of their drawing.

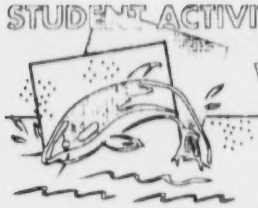
Instructional Suggestions, continued

8. Using the chart, "Total Timber Production and Value by County in Texas, 1999," on page 76, students will answer these questions.

   a. Which county has the largest timber production in cubic feet?
   b. Which county has the smallest timber production in cubic feet?
   c. What is the difference between the largest and smallest timber production?
   d. Which county has the largest pine timber production?
   e. Which county has the largest hardwood timber production?
   f. Which county has the highest stumpage value in thousands of dollars?
   g. Which county has the highest delivered value in thousands of dollars?
   h. What is the total value of timber production in Newton County in thousands of dollars?
   i. Is there more pine or hardwood timber production in Texas?
   j. What is the difference between the pine and hardwood timber production in thousands of dollars?

9. On a blank grid (Appendix), students will create a bar graph using three different colors and page 77. One color will represent the total size of the five state forests. The second color will represent the total size of the four national forests. The third color will represent the total size of the five national grasslands.

10. Using pages 54-57, students will select two principal regions of Texas, one of which would be the region in which they live. They should write a five paragraph essay which compares the two regions. Comparisons may include boundaries, climates, and geography.



WATER RESOURCES MAGIC PUZZLE

Travis Peak Formation ___	Irrigation ___	Panhandle ___	Ogallala Aquifer ___
Edwards Aquifer ___	Pecos River Valley ___	El Paso ___	Trans-Pecos Region ___
Seymour Aquifer ___	Dallas-Fort Worth and Waco ___	Central and Northeast Texas ___	Carrizo-Wilcox Aquifer ___
Gulf Coast Aquifer ___	Cenozoic Pecos Alluvium ___	Edwards Aquifer Authority ___	TWDB ___

The Magic Number: _____

1. It is responsible for the development of water resources and financing facilities for that development.
2. Seventy-five percent of its Texas ground water is used for this.
3. The Ogallala Aquifer is located in this part of Texas.
4. Heavy use of its water has caused land-surface subsidence in the Houston-Galveston area.
5. San Antonio relies on it for its municipal water supply.
6. The Carrizo-Wilcox Aquifer provides water for public and industrial uses in these parts of Texas.
7. Extensive development of the Trinity Aquifer in these areas has resulted in a decline of several hundred feet in the water level.
8. This area of Texas gets its water from the Edwards-Trinity (Plateau) Aquifer.
9. Ninety-three percent of its water is used for irrigation.
10. It receives its drinking water from the Hueco-Mesilla Bolson.
11. This area gets water from the Cenozoic Pecos Alluvium.
12. It provides water to parts of Arkansas and Louisiana.
13. Ninety-five percent of its water is used for irrigation.
14. Since the mid-1970s, less of its water has been used for irrigation.
15. Created in 1993, it regulates the amount of water pumped from Uvalde County through portions of Hays County.
16. It is part of the Trinity Group Aquifer.

STUDENT ACTIVITY: *Environment of Texas*

NAME THAT RIVER

1. The river that is the largest river wholly in Texas and gets its name from a Spanish word meaning "reddish" - _____

2. The river whose name comes from the Spanish word for cypress and is considered Texas' eastern boundary line - _____

3. The river that ranks third in size of all the rivers in Texas and along which were the early settlements of San Felipe de Austin and Washington-on-the-Brazos - _____

4. The river whose waters carve the Palo Duro Canyon and form the boundary between Texas and Oklahoma - _____

5. The river that the Spanish named for the numerous bison they found in its area - _____

6. The river that is the longest Texas river and the second longest river within or bordering the U. S. - _____

7. The river that has its source within and near the city limits of San Antonio - _____

8. The river that runs directly to the Gulf of Mexico through Galveston Bay - _____

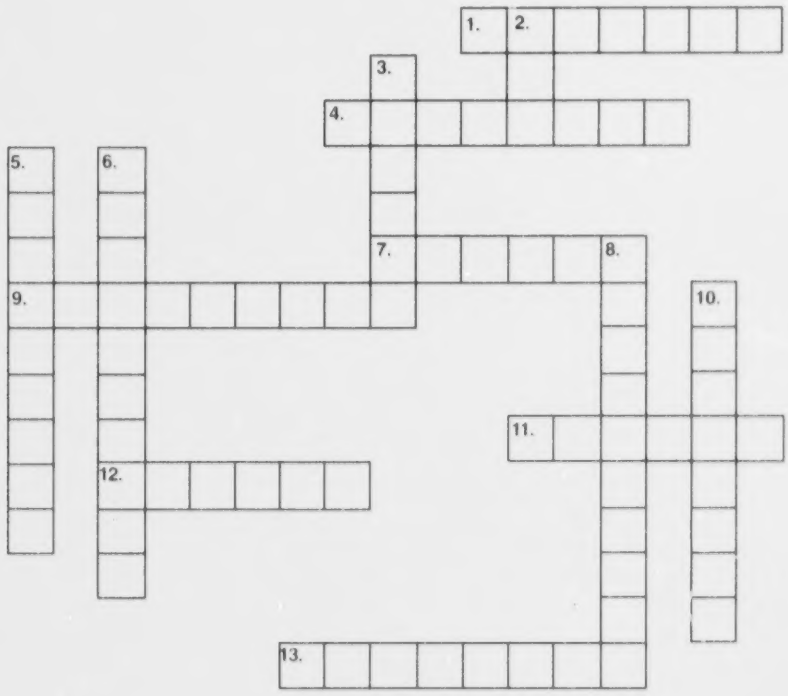
9. The river that starts in New Mexico, crosses the Texas Panhandle into Oklahoma, and there flows into the Arkansas River - _____

10. The river in the Piney Woods of East Texas named by Spanish explorers for Indians living along its banks - _____

11. The river Alonso de León named in 1689 - _____

12. The river that starts as a spring-fed stream and has power generation at Canyon Lake - _____

RIVERS OF TEXAS CROSSWORD PUZZLE



Across Clues

1. The ___ River has the largest cities, people, and industries.
4. The ___ River flows through the Panhandle.
7. The ___ River is located in East Texas and was named for a group of Indians.
9. The tributaries of this river are the San Antonio, Comal, and San Marcos Rivers.
11. Its original Spanish name means "Arms of God."
12. The ___ River begins in the Balcones Escarpment.
13. Many Mexicans in the Valley use this name for the Rio Grande.

Down Clues

2. The ___ River forms part of the northern boundary of Texas.
3. The ___ River helps form part of the eastern boundary of Texas.
5. The _____ is Texas' longest river.
6. This river flows into the Guadalupe River near the Gulf Coast.
8. On April 21, 1836, a battle of the Texas Revolution was fought on the banks of this river.
10. The ___ River is the largest river wholly within Texas.

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LESSON 18: *Wildlife in Texas*

Texas Almanac Reference **Pages**

"Texas' Threatened and Endangered Species" *78*
"Texas Wildlife" *79-81*
"National Wildlife Refuges" *81-82*
"Texas Wildlife Management Areas" *83*

Social Studies TEKS	TAAS	TAKS
4 - 9, 22, 23, 24	4 - Reading - 5	8 - Social Studies - 2, 5
7 - 8, 21, 22, 23	8 - Social Studies - 7, 8	
8 - 10, 30, 31, 32		

Instructional Suggestions

1. Each student will select a threatened or endangered species. They will write to the Texas Parks and Wildlife Department (page 78) for more information about their chosen species. A class chart will be constructed, recording the threatened or endangered species information that each student has obtained. Students will discuss and then debate the government's role in protecting threatened/endangered species.

2. Students will create a commemorative postage stamp in recognition of a Texas threatened or endangered species, using page 78.

3. Students will write a radio commercial encouraging a visit to one of the National Natural Landmarks in Texas on pages 78-79.

4. Using the information on pages 79-81, students will work individually or in groups to create a book on Texas mammals. Students will include illustrations, map locations, and interesting facts about their chosen mammals.

5. a. Students will create a travel brochure on one of the seventeen National Wildlife Refuges in Texas, using pages 81-82. The teacher may compile all the brochures into a class travel guide.
   b. Students will locate on a Texas map, the seventeen National Wildlife Refuges in Texas. With their partner, they will select a wildlife refuge and write to the refuge (pages 81-82) for additional information. A class bulletin board will be assembled with the acquired materials.

6. Students will select five wildlife management areas, as listed on page 83. Using a Texas county map (Appendix), they should label the sites and create symbols illustrating at least three activities permitted in each area.

LESSON 19: *Weather in Texas*

Texas Almanac Reference **Pages**

"Weather" *84-87*
"Destructive Weather" *87-93*
"Texas is Tornado Capital" *89*
"Texas Temperature, Freeze, Growing Season and Precipitation Records by Counties" *94-99*

Social Studies TEKS	TAAS	TAKS
4 - 9, 21, 22, 23, 24	4 - Reading - 1, 2, 4, 5	8 - Social Studies - 2, 5
7 - 9, 10, 20, 21, 22, 23	8 - Social Studies - 2, 7, 8	
8 - 10, 28, 30, 31, 32		

Instructional Suggestions

1. Using the tables, "Average Temperatures 1999," page 84, and "Average Temperatures 2000," page 85, students will select the area of the state in which they live and construct a bar graph showing temperatures per month. They should use a different color for each year.

2. Using the tables, "Precipitation 1999," page 84, and "Precipitation 2000," page 85, students will select the area of the state in which they live and construct a line graph showing precipitation per month. They should use a different color for each year.

3. Using the chart, "Number of Tornadoes in Texas, 1959-2000," page 89, students will compare the number of tornadoes in their birth month and year to the average (mean) number of tornadoes in their birth year.

4. Students will use pages 87-93 to count the number of rainstorms/flooding, hurricanes, tornadoes, blizzards, and snowstorms in the twentieth century. They will use the information to compute the percentages for each type of destructive weather. Students will use the percentages to construct a pie graph in which each percentage is reflected numerically and pictorially.

5. The class will be divided into groups and each assigned a "destructive weather" condition. Students will brainstorm safety precautions for home and school and report to the entire class on their plans.

6. Students will create a chart of five counties - their own, one from the High Plains, one from the Trans-Pecos, one from East Texas, and one from the South Central - using the map on page 84 and pages 94-99. Categories on the chart will be the highest record temperature, lowest record temperature, length of growing season, and annual precipitation. Upon completion of the chart, students will answer these questions.

   a. Which area of Texas has the highest temperature?
   b. Which area of Texas has the lowest temperature?
   c. Which area of Texas has the longest growing season?
   d. Which area of Texas has the greatest precipitation?
   e. What inferences can be drawn from a comparison of this data?

7. Using pages 87-93, students will select seven types of destructive weather and create a Miniature Book (Appendix) titled Texas Destructive Weather. The book should include an illustrated cover and a page for each type of destructive weather with a definition, illustration, and symbol.

Instructional Suggestions, continued

8. Students will assume the role of a storm chaser. They will conduct research on one Texas storm, using pages 87-93 and their hometown's newspaper archives. Students will use this information to answer these questions.

   a. When was the storm?
   b. What type of storm was it?
   c. What was the location of the storm?
   d. How long did the storm last?
   e. What property damage was caused by the storm?
   f. How many people were injured by the storm?
   g. What was the number of fatalities?
   h. Was the storm area declared a disaster area by the federal government?

LESSON 20: *Calendars in Texas*

Texas Almanac Reference	**Pages**
"A Brief Sketch of Texas History"	*35-51*
"Extreme Weather Records in Texas"	*91*
"Astronomical Calendar"	*100-107*
"201-Year Calendar, A.D. 1894-2094, Inclusive"	*108*

Social Studies TEKS	**TAAS**	**TAKS**
4 - 6, 24	4 - Reading - 9	8 - Social Studies - 2, 5
7 - 8, 21	8 - Social Studies - 7, 8	
8 - 10, 30		

Instructional Suggestions

1. Using pages 35-51, 91, 108, and outside resources, students will compute the day of the week each of these events occurred.

   a. Hurricane destroys half of Galveston and kills 6,000 people, the greatest natural disaster in human terms ever to strike North America. (1900)
   b. Gusher drilled by mining engineer Captain A. F. Lucas at Spindletop, near Beaumont, brings Texas into the petroleum age. (1901)
   c. Black Tuesday, the stock market crashes, ushering in the Great Depression. (1929)
   d. The temperature reached its record low, -23° F, in Seminole. (1933)
   e. The temperature reached its record high, 120° F, at Seymour. (1936)
   f. Bombing of Pearl Harbor in Hawaii by Japanese pulls U.S. into World War II. (1941)
   g. Allies invade Normandy (D-Day). (1944)
   h. V.E. Day marks the end of World War II in Europe. (1945)
   i. World War II officially ends when Admiral Chester Nimitz, a Texan, accepts the Japanese surrender. (1945)
   j. President John F. Kennedy is assassinated in Dallas; Vice President Lyndon B. Johnson succeeds to the office, becoming the 36th President of the United States. (1963)

2. Students will conduct research to find the specific date of each of these events and will use page 108 to compute the day of the week each event occurred.

   a. 19th Amendment (woman suffrage) ratified. (1920)
   b. Apollo 11 lands on the moon. (1969)
   c. 26th Amendment (18-year old suffrage) ratified. (1971)
   d. Berlin Wall torn down. (1989)
   e. Ann Richards is elected Governor of Texas. (1990)
   f. Kay Bailey Hutchison becomes first woman to serve as U.S. Senator from Texas. (1993)

3. Students will contact the U. S. Naval Observatory's Web site, page 100, to determine the exact rise and set times of the Sun and Moon at their location on their birthday.

4. Students will complete the Astronomical Calendar Wordsearch, using pages 100-107. Students should fill in the blanks first and then use these terms to complete the wordsearch.

ASTRONOMICAL CALENDAR

WORDSEARCH

B W T V E N U S R S J C D V J O

F R N H A N G Y S R M S L R R A

K L Q A G U K P U O Y S U M P B

B E B M K I S W P W Z T Z O R L

Z A D N S S L T I Z N F G A N G

O P S I O N A Y R S P E D O D K

A O R J V Z W L A A E Y I D L T

X F O A J R B A A D L L R C K M

T G Z U K N T T R N E I D I M E

B B Q U V N Z S O H P K A F O W

A P K T H O G I I E W Q U N M T

H X Z R Y N L R R Z P I P O A S

T F C L I E E I Q M F F N D B R

R R B R H P G O I Q L V E T V A

A Z P P W E J X D G M H X I E M

E S A Z E M A B T Z O Z N B P R

1. A total eclipse of the Sun will be visible on the entire continent of _____ on December 4, 2002.
2. _____ is the point at which a planet's orbit is farthest from the Sun.
3. _____ is that point of the Moon's orbit farthest from the Earth.
4. _____ is the approximate geographical center of the state.
5. The time period from the first Sunday in April to the last Sunday in October is called _____ Saving Time.
6. On July 5, 2002, the _____ is at its aphelion.
7. An annular eclipse of the Sun will be visible in the state of _____ on May 31, 2003.
8. The planet _____ will be the evening star from January 1 to June 24, 2002.
9. The next _____ year will be in 2004.
10. _____ is that point of the Moon's orbit nearest the Earth.
11. _____ is the point at which a planet's orbit is nearest the Sun.
12. On March 20, 2002, the season of _____ begins.
13. The planet _____ will be the evening star from February 25 to October 26, 2002.
14. On December 2, 2003, the season of _____ begins.

LESSON 21: *Recreation in Texas*

Texas Almanac Reference	**Pages**
"Texas' State Parks"	*109-119*
"National Parks, Historical Sites, Recreation Areas in Texas"	*119-121*
"Fairs, Festivals, and Special Events"	*122-123*
"Texas Tourism Facts 1999"	*123*
"Freshwater and Saltwater Fish and Fishing"	*123-124*
"Hunting and Fishing Licenses"	*124*

Social Studies TEKS	**TAAS**	**TAKS**
4 - 6, 22, 23, 24	4 - Reading - 8, 13	8 - Social Studies - 2, 5
7 - 8, 21, 22, 23	8 - Social Studies - 7, 8	
8 - 10, 30, 31, 32		

Instructional Suggestions

1. a. In small groups, students will plan a trip to a state park. Using information in the *Texas Almanac*, students will choose a destination. Each group will write to the Texas Parks and Wildlife Department, page 109, or go to www.tpwd.state.tx.us/park/ for information on their chosen state park. Additional information can be obtained through the Texas Department of Transportation, page 114.
   b. Using a Texas road map, each group will plot the route from their school to their chosen park. The mileage will be calculated using the map scale. Students will determine the cost of transportation to the park (miles x cost of gasoline per mile). An overall trip budget will also be compiled.
   c. Students will make a collage which illustrates the location of their chosen park, facilities available, and other important characteristics of the park.
   d. Each group will present their park to the entire class. The class will then vote on where they would like to go on a class trip.

2. Students will construct a Miniature Book (Appendix) about a state park of their choice, using pages 109-119. The book should include an illustrated cover, a map with directions to the park, historical information if applicable, wildlife, vegetation, recreational activities, a picture page, and a day's itinerary. Additional information can be located at www.texastourism.com or www.traveltex.com/.

3. Using pages 119-121, students will locate, on a Texas outline map (Appendix), ten of the national parks, historical sites, and/or recreational areas in Texas. Illustrate the map with symbols representative of each park.

4. Students will draw and/or use magazine pictures to create a poster advertising one of the fairs, festivals, and special events on pages 122-123. The poster should be designed to attract visitors to that part of the state.

5. Students will write a tall tale about fishing. They will use one of the most popular fish for recreational fishing on page 123.

6. Using "Texas Tourism Facts, 1999," on page 123, students will write a descriptive essay about the Texas regions preferred as destinations by non-Texan travelers. Additional information can be located at www.texastourism.com or www.traveltex.com/.

7. Using pages 123-124 as reference, students will design a new Texas hunting or fishing license.

8. Students will pretend they are a non-Texan and write a postcard to a family member in their home state. Using an index card, students will illustrate what they have seen on one side and write about their experiences and compare their observations to their home state on the other side.

TEACHER'S LESSON PLANNER

LESSON 22: *Counties of Texas*

Texas Almanac Reference	**Pages**
"Counties of Texas by Name"	*126-127*
"Counties of Texas"	*128-285*

Social Studies TEKS	**TAAS**	**TAKS**
4 - 6, 7, 8, 13, 22, 23, 24	4 - Reading - 1, 4, 5	8 - Social Studies - 2, 5
7 - 8, 9, 12, 21, 22, 23	8 - Social Studies - 2, 4, 7, 8	
8 - 10, 11, 13, 30, 31, 32		

Instructional Suggestions

1. Students will use pages 126-127 and 128-285 to complete these activities.

   a. Draw an outline of the county in which you live.
   b. Locate and label the county seat.
   c. Draw and label the important physical features.
   d. Draw and label the major highways.
   e. Draw and label any significant historical landmarks.
   f. Draw and label any noteworthy sites (e.g., airport(s), military base(s)).

2. Select one county from each of the other three natural regions of Texas on page 54. Compare them to the county in which you live by creating maps for each of these counties as you did for your county. (See number 1.)

3. Rank the four counties selected in number 2 according to population, land area, rainfall, retail sales, and average weekly wage.

4. Students should select a county from pages 128-285 and from the information provided write a persuasive essay that would encourage readers to move to that county.

5. Using pages 128-285 and working in pairs, students will complete Clever Cities and Teasing Towns to determine the city or town that matches the clues.

STUDENT ACTIVITY: *Counties of Texas*

CLEVER CITIES AND TEASING TOWNS

	COUNTY	CLUE	CITY
1.	Angelina	Play in baseball	
2.	Bailey	Animal footwear	
3.	Bell	Brand of cupcake	
4.	Bosque	Final funeral message	
5.	Brewster	26.2-mile race	
6.	Caldwell	Wild horse edge	
7.	Callahan	Brand of bread	
8.	Cherokee	Voice in a choir	
9.	Coleman	Spider town	
10.	Concho	Biblical garden	
11.	Coryell	Breakfast food	
12.	Culberson	Half a dime water	
13.	Denton	Think about	
14.	Dimmit	Season safe spot	
15.	El Paso	Actor Eastwood	
16.	Fisher	Tweety's enemy	
17.	Franklin	George Washington's home	
18.	Galveston	Chummy trees	
19.	Gonzales	Landed at Plymouth Rock	
20.	Grayson	Lucy's best friend	
21.	Hamilton	Tinkerbell	
22.	Hardin	Water making your mouth pucker	
23.	Hays	Leaking water	
24.	Hill	Peaceful high ground	
25.	Hutchinson	Brand of potato chip	

STUDENT ACTIVITY: *Counties of Texas*

CLEVER CITIES AND TEASING TOWNS

	COUNTY	CLUE	CITY
26.	Jackson	Spanish Christmas	
27.	Jones	Man's formal attire	
28.	Kaufman	Red Muppet	
29.	Kent	White bear	
30.	Kleberg	Royal city	
31.	Lee	Two nickels in a container	
32.	Madison	A president's town	
33.	Matagorda	Grace at meal	
34.	Motley	Bullfighter	
35.	Nacogdoches	Crazy town	
36.	Panola	Fourths of a European nation	
37.	Presidio	Automobile make and color	
38.	Red River	Hurt appendage	
39.	Rockwall	Destiny	
40.	San Jacinto	Hit center of target	
41.	Stephens	Must have	
42.	Swisher	Gleeful	
43.	Travis	Cartoon cat	
44.	Upshur	Fasten	
45.	Van Zandt	Type of vehicle	
46.	Ward	Kings and queens	
47.	Wilson	Multiple trees	
48.	Wise	Okay sight	
49.	Young	Cares very much	
50.	Zapata	High-flying bird	

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LESSON 23: *Cities and Towns in Texas*

Texas Almanac Reference	**Pages**
"Dynamic Population Changes in Size and Diversity"	*286-289*
"Cities and Towns: Population 2000"	*290-314*
"Town Names: Past and Present"	*315-382*

Social Studies TEKS	**TAAS**	**TAKS**
4 - 6, 8, 9, 13, 18, 20, 22, 23, 24 7 - 8, 9, 10, 11, 12, 16, 17, 19, 20, 21, 22, 23 8 - 10, 11, 13, 24, 30, 31, 32	4 - Reading - 1, 2, 4, 5, 6 8 - Social Studies - 2, 4, 7, 8	8 - Social Studies - 2, 3, 5

Instructional Suggestions

1. Students will write a proposal to their Council of Government for the construction of a community swimming pool. They will use the map, "Council of Government regions," on page 286, to determine the name of the region in which they live.

2. Students will conduct a census throughout their school, developing the criteria for the form on which they will compile the information. (The Web site http://www.census.gov/ and pages 286-314 should be helpful.) They will construct a class chart to reflect their research. Using the tabulated data from the chart, students will brainstorm predictions (e.g., building needs, staffing, textbooks/supplies, etc.) on how to better serve their campus for the next school year. A formal plan will be presented to the principal.

3. In small groups, students will research why people are moving to Texas. Using the Web site http://www.census.gov/, they should address employment, cost of living, housing, education, climate, environment, cultural activities, and entertainment. Students will create a new Web site promoting immigration to Texas.

4. a. Using page 288 and a blank grid (Appendix), students will construct a line graph which reflects the Hispanic population in five cities of their choice.
   b. Students will construct a bar graph which reflects Anglo, Black, and Hispanic population in five cities of their choice, using the table, "Places with Largest Number of Persons in 2000 in Race/Ethnicity Groups," on page 288. They will use a different color for each race/ethnicity.
   c. Students will write an essay discussing how the growth of the Hispanic population is influencing music, language, architecture, food, holidays and celebrations, education, religion, and advertising. They will choose three areas to discuss.

5. Using Table 4, "Metropolitan Areas," on page 289, students will color the Metropolitan Areas on a Texas county map (Appendix), showing Level A, Level B, Level C, and Level D. They will create a key.

6. a. On a Texas county map (Appendix), in a timed activity, with pages 290-314, students will color code counties whose names are derived from Spanish.
   b. Students will be divided into groups. In a timed activity, students will list towns with names derived from Spanish. Rewards will be given to the group with the largest number of towns.
   c. Students will write an essay summarizing their conclusions from Activities a and b on the large number of Spanish place names in Texas.

7. Using pages 315-382, students will select a town or city within their county whose name has changed. They should research the reasons for its original name and its name change.

LESSON 24: *Population in Texas*

Texas Almanac Reference	**Pages**
"Population History of Texas' Counties from 1850 to 2000"	*383-388*
"City Population History, 1850-2000"	*389-399*

Social Studies TEKS	**TAAS**	**TAKS**
4 - 6, 8, 22, 23, 24	4 - Reading - 5	8 - Social Studies - 5
7 - 8, 21, 22, 23	8 - Social Studies - 7	
8 - 10, 30, 31, 32		

Instructional Suggestions

1. Students will answer these questions regarding county populations using pages 383-388.

   a. The population of Atascosa County in 1940 was approximately _____ times its population in 1890.
   b. The population of Comal County was twice as much in 1970 as it was in _____.
   c. Was the population of Ector County in 1920 less than or more than the population of Gillespie County in the same year? _____
   d. How many more people were there in Irion County in 2000 than there were in 1890? _____
   e. Which county had the largest population in 2000? _____
   f. In what year did the population of Limestone County decrease for the first time? _____
   g. The population of Runnels County decreased by approximately 3,500 between what two census counts? _____
   h. The population of Wheeler County in 2000 was _____ times the population of Uvalde County.

2. Using a Texas county map (Appendix) and the 2000 census data on pages 383-388, students will color code counties according to these categories.
   a. 1,000,000 and over
   b. 500,000 to 999,999
   c. 100,000 to 499,999
   d. 50,000 to 99,999
   e. 1,000 to 49,999
   f. 0 to 999

3. Students will work in small groups to assume the role of a county's economic development board. They will choose one of the counties listed in the table, "Shrinking Population." As they prepare for the board meeting, students should establish goals for population growth and economic diversity for their chosen county. Students should address retail, entertainment, medical, and education concerns as well as attracting and retaining younger residents. After the groups' board meetings, they will report their findings to the class.

LESSON 25: *Elections in Texas*

Texas Almanac Reference	**Pages**
"Texas' Gov. Bush becomes U.S. president"	*400-401*
"White House ascendancy leaves Texas in transition"	*401-402*
"2000 Presidential Election Results by County"	*405-409*
"Political Party Organizations"	*411-412*
"Texas Vote in Presidential Elections, 1848-1996"	*413-414*

Social Studies TEKS	**TAAS**	**TAKS**
4 - 16, 18, 19, 22, 23, 24 7 - 14, 15, 16, 17, 18, 21, 22, 23 8 - 18, 20, 21, 22, 23, 30, 31, 32	4 - Reading - 2, 5, 6 8 - Social Studies - 1, 7, 8	8 - Social Studies - 4, 5

Instructional Suggestions

1. Students will use the information on pages 400-401, "Texas' Gov. Bush becomes U.S. president," to provide background information on the role the Electoral College played in the outcome of the election. Students will write an essay defending a position for or against the continued use of the Electoral College.

2. Students will be divided into small groups to complete the Electoral College Map.

3. Students will use pages 401-402 to complete the Texas in Transition Word Puzzle.

4. Using pages 405-409, students will select their county and four other counties to create a line graph reflecting the votes cast for the election of President.

5. Students will use pages 411-412 to access the Web sites for the Democratic and Republican parties in order to research the platforms of both parties. Students will choose one of these suggested topics to write an essay comparing the philosophies of each party: campaign finance, education, environment, gun control, health care, or social security.

6. Using a blank grid (Appendix), students will create a bar graph with the information from the chart, "Texas Vote in Presidential Elections, 1848-1996," on pages 413-414. Select any fifty-year period of time and compute the percentage of the votes for the two dominant parties in each election. Graph each party in a different color. The same activity may be repeated using the chart, "Election of U.S. Senators from Texas," on pages 415-417.

STUDENT ACTIVITY: *Elections in Texas*

ELECTORAL COLLEGE MAP

A. What is the least number of states that a person would need to win to become President of the United States?

B. Near the bottom of the map, list the names of the states that you selected to answer question A. Include the number of electoral votes those states have.

C. For the states you listed in question B, what was the total number of electoral votes?

D. Shade or color the states that you listed on question B.

E. In the 2000 Presidential election, Al Gore won the popular vote in these states - California, Illinois, Iowa, Maryland, Michigan, Minnesota, New Mexico, Oregon, Washington, Wisconsin, Hawaii, Pennsylvania, New York, District of Columbia, Delaware, New Jersey, Connecticut, Rhode Island, Vermont, Massachusetts, and Maine. What was the total number of electoral votes Al Gore received?

F. How many electoral votes did George Bush receive?

NOTES: There were other presidential candidates in the 2000 election but none of them received any electoral votes. The total number of electoral votes is 538. A candidate must have received 270 electoral votes to win the election.

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TEXAS IN TRANSITION WORD PUZZLE

1. ___ ___ **T** ___ ___ ___ ___ ___ ___
2. ___ ___ ___ **R** ___ ___ ___ ___ ___ ___ ___
3. ___ **A** ___ ___ ___ ___ ___ ___ ___ ___ ___
4. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ **N** ___
5. ___ ___ **S** ___ ___ ___ ___ ___
6. ___ ___ ___ **I** ___ ___ ___ ___
7. ___ **T** ___ ___ ___ ___ ___ ___ ___
8. ___ ___ ___ ___ ___ ___ ___ **I** ___ ___ ___ ___ ___ ___
9. ___ ___ ___ ___ ___ ___ ___ ___ ___ **O** ___ ___ ___ ___ ___ ___
10. ___ ___ **N** ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

1. _____, a Democrat, was elected by House members to his fifth term as speaker.
2. _____, a Republican, was elevated to the job of governor.
3. One major legislative accomplishment included passage of a ___ ___ bill.
4. The Legislative ___ Board is expected to redraw legislative districts.
5. The ___ population grew from a quarter to one-third of the population in the 2000 census.
6. Medical care was expanded to more low-income children through ___.
7. Another major legislative accomplishment was passage of the state's first health insurance program for ___.
8. ___ ___ is the Texas Railroad Commission Chairman.
9. Republican Bill Ratliff was elected by the Senate as acting ___ ___.
10. Perry vetoed a bill that would have banned death penalties for the ___ ___.

LESSON 26: *Declaration of Independence of the Republic of Texas*

Texas Almanac Reference — **Pages**

"Texas Declaration of Independence" *418-420*

Social Studies TEKS	TAAS	TAKS
4 - 16, 22, 23, 24	4 - Reading - 1	8 - Social Studies - 4, 5
7 - 14, 16, 21, 22, 23	8 - Social Studies - 1, 3, 7, 8	
8 - 16, 20, 30, 31, 32		

Instructional Suggestions

Students will use a copy of the Texas Declaration of Independence and a copy of the United States Declaration of Independence to complete these activities.

1. Students will compare the Texas Declaration of Independence and the United States Declaration of Independence by

   a. identifying specific phrases used in both documents (e. g., "Lives, liberty and property" - Texas; "Life, liberty, and pursuit of happiness" - United States);
   b. identifying who is being accused;
   c. identifying the rights addressed in both documents (e. g., "trial by jury," "right of representation"); and
   d. identifying specific complaints in the Texas document, but not in the United States document (e. g., religion).

2. Students will identify references in the Texas Declaration of Independence by answering these questions.

   a. The third paragraph refers to which constitution?
   b. The fourth paragraph refers to what convention?
   c. The fifth paragraph refers to what citizen?
   d. The tenth paragraph refers to what conflict?
   e. The thirteenth paragraph refers to what battle?

3. Students will work in groups. Each group will define a selected number of these terms from the Texas Declaration of Independence. Students will locate the words or phrases in the Texas Declaration of Independence and then rewrite the sentence/phrase using contemporary terminology.

inestimable and inalienable rights	anarchy	arbitrary
oppression	enjoins	desperadoes
sovereign states	posterity	emissaries
military despotism	grievances	dictates of our own conscience
minions	acquiese	melancholy conclusion
tyrant	incarcerated	forbearance ceases to be a virtue
remonstrances	zealous endeavor	plenary powers
mercenary	procure	rectitude of our intentions
malfeasance and abdication	axiom	
	palladium of civil liberty	

4. Students will work in groups to analyze the grievances the Texans had against the Mexican government as listed in the Texas Declaration of Independence. Students will explain the historical background of each grievance.

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LESSON 27: *The Constitution of Texas*

Texas Almanac Reference **Pages**

"Constitution of Texas" *421-422*

http://capitol.state.tx.us/txconst/toc.html

Social Studies TEKS	TAAS	TAKS
4 - 16, 18, 19, 22, 23, 24	4 - Reading - 2, 5	8 - Social Studies - 4, 5
7 - 14, 15, 16, 17, 18, 21, 22, 23	8 - Social Studies - 1, 3,	
8 - 18, 20, 21, 22, 23, 30, 31, 32	5, 7, 8	

Instructional Suggestions

1. Students will answer these questions using "Constitution of Texas," pages 421-422.

   a. When was the Texas Constitution adopted?
   b. As of 2001, how many amendments to the Texas Constitution have been submitted to the voters?
   c. Explain the two steps necessary to amend the Texas Constitution.
   d. How can an amendment be submitted during a special session of the Legislature?
   e. Can the governor reject an amendment?
   f. Who makes the final decision of approving proposed amendments?
   g. In what year was the largest number of amendments submitted to voters by the Texas Legislature?
   h. List the years in which only one amendment was submitted to voters by the Texas Legislature.
   i. Was SJR 26 approved in 1999? What was the vote?
   j. Which proposed 1999 amendment concerned the provisions for filling a vacancy in the office of governor or lieutenant governor?
   k. What was the total vote on HJR 16?

2. Using "Index to the State Constitution" found on the above Web site or in previous *Texas Almanacs*, students will complete the Texas Constitution Chart. This may be done individually, in small groups, or as a whole-class activity.

3. Students will use the above Web site or previous *Texas Almanacs* to complete Texas Bill of Rights.

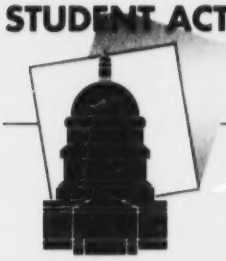
4. Students will use the above Web site or previous *Texas Almanacs* to complete Articles of the Texas Constitution.

5. Students will use the above Web site or previous *Texas Almanacs* to complete State Officials.

6. Students will use the above Web site or previous *Texas Almanacs* to complete Texas Voters.

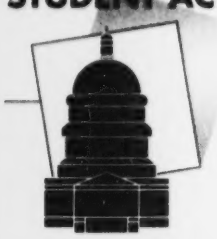
7. Students will play Texas Bingo. Each student will receive a Texas Bingo game card. From the Texas Bingo Word List, each student will select and write one term in each square on his/her game card. Students may not use a term more than once. The teacher will copy the Texas Bingo Questions, cut them into strips, and place them in a basket/box. Individual students will select and read a question. The teacher will call on a volunteer to answer each question. If a student has that answer on his/her game card, he/she will cover it in a pre-determined manner. The first student to "bingo" wins the game. The teacher may want to offer a prize to the winner. NOTE: The teacher should be able to lead more than one Texas Bingo game in a class period.

STUDENT ACTIVITY: *Constitution of Texas*



TEXAS CONSTITUTION CHART

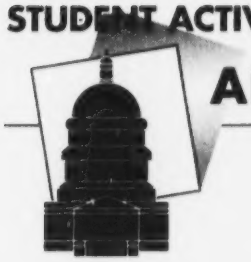
Topic	Article	Section
CHILD SUPPORT		
MONUMENTS		
HANDICAPPED PERSONS, Rehabilitation programs		
PRAIRIE VIEW A&M UNIVERSITY, Establishment		
BINGO, Authorization of games		
TEXAS RANGERS		
WITNESSES, Subpoena		
RAILROAD COMMISSION, Composition		
FOREST SERVICE		
GRAND JURY, Qualifications		



TEXAS BILL OF RIGHTS

Match the section of Article I of the Texas Constitution with the right guaranteed in the Texas Bill of Rights.

Section	Right
_____ Section 3	A. Speech and Press
_____ Section 6	B. Trial by Jury
_____ Section 8	C. Speedy Trial
_____ Section 9	D. Quartering Soldiers
_____ Section 10	E. Keep and Bear Arms
_____ Section 11	F. Religion
_____ Section 15	G. Assembly and Petition
_____ Section 18	H. Bail
_____ Section 23	I. Unreasonable Seizures and Searches
_____ Section 25	J. Suspension of Laws
_____ Section 27	K. Imprisonment for Debt
_____ Section 30	L. Equal Rights
	M. Crime Victims



ARTICLES OF THE TEXAS CONSTITUTION

Identify the topic discussed in each article of the Texas Constitution.

Article I _____

Article II _____

Article III _____

Article IV _____

Article V _____

Article VI _____

Article VII _____

Article VIII _____

Article IX _____

Article X _____

Article XI _____

Article XII _____

Article XIII _____

Article XIV _____

Article XV _____

Article XVI _____

Article XVII _____

STUDENT ACTIVITY: *Constitution of Texas*

STATE OFFICIALS

Using the Articles and Section(s) indicated, identify the qualifications which must be met to hold these elected state offices and indicate the term of office for each.

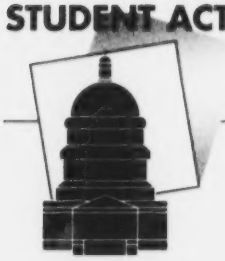
Texas Senator - Article III, Section 3, Section 6

Texas Representative - Article III, Section 4, Section 7

Governor - Article IV, Section 4

Justices of the Texas Supreme Court - Article V, Section 2

Judges of the Texas Court of Criminal Appeals - Article V, Section 4



TEXAS VOTERS

Using Article VI, Sections 1, 3, and 3a, determine the qualifications for Texas voters.

Age

Citizenship

Residency

Registration

According to this Article, how may someone be disqualified from voting in Texas?

STUDENT ACTIVITY: *Constitution of Texas*

TEXAS BINGO QUESTIONS

The legislative branch _____ the laws.

The executive branch _____ the laws.

The judicial branch _____ the laws.

The top official of the executive branch is the _____.

The leader of the Texas House of Representatives is the _____.

The leader of the Texas Senate is the _____.

The highest court in Texas for a criminal case is the _____.

The highest court in Texas for a civil case is the _____.

The capital city of Texas is _____.

The current governor of Texas is _____.

The State _____ meets every two years.

The term of each State Representative is _____ years.

The term of each State _____ is four years.

The term of the Governor is _____ years.

A _____ Representative must be at least twenty-one years old.

A State Senator must be at least _____ years old.

The Governor must be at least _____ years old.

The Texas House is composed of _____ members.

The Texas Senate is composed of _____ members.

The Governor is the only person allowed to call a _____ session.

The Governor signs bills into _____.

The State Seal is kept by the _____.

The head of the legal department for the State of Texas is the _____.

The Texas Constitution contains _____ Articles.

Article I discusses the Texas _____.

Changes to the Texas Constitution are called _____.

The introductory statement to the Texas Constitution is the _____.

The chief financial officer for the State of Texas is the _____.

All amendments must be approved by the _____.

The voting age is _____.

The right to vote is called _____.

The right to trial by _____ is guaranteed in the Bill of Rights.

The name of the building in which the State Legislature meets is the _____.

Each state has two Senators in the United States _____.

The senior Senator from the State of Texas is _____.

The junior Senator from the State of Texas is _____.

The acting Lieutenant Governor of Texas is _____.

The majority party in Texas is the _____.

The minority party in Texas is the _____.

Texas has thirty-two United States _____ in Congress.

The first black woman elected to the Texas Senate was _____.

When one asks a higher court to review the decision in a case, it is called an _____.

When the Governor rejects a bill given to him to sign, it is called a _____.

A veto may be overridden by a _____ vote of each house of the State Legislature.

In order to vote, one must _____.

State judges are _____ to their positions.

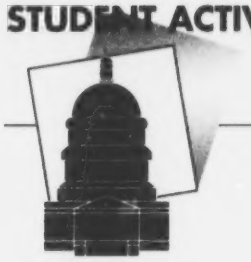
The right to bear _____ is reflected by the concealed weapons law.

Leading war against Texas would be considered _____.

A quorum of the Texas House of Representatives is _____.

A quorum of the Texas Senate is _____.

STUDENT ACTIVITY: *Constitution of Texas*



TEXAS BINGO WORD LIST

MAKES

ENFORCES

INTERPRETS

GOVERNOR

SPEAKER

LIEUTENANT GOVERNOR

TEXAS COURT OF CRIMINAL APPEALS

TEXAS SUPREME COURT

AUSTIN

RICK PERRY

LEGISLATURE

TWO

SENATOR

FOUR

STATE

TWENTY-SIX

THIRTY

150

THIRTY-ONE

SPECIAL

LAW

SECRETARY OF STATE

ATTORNEY GENERAL

SEVENTEEN

BILL OF RIGHTS

AMENDMENTS

PREAMBLE

COMPTROLLER

VOTERS

EIGHTEEN

SUFFRAGE

JURY

CAPITOL

CONGRESS

PHIL GRAMM

KAY BAILEY HUTCHISON

BILL RATLIFF

REPUBLICANS

DEMOCRATS

REPRESENTATIVES

BARBARA JORDAN

APPEAL

VETO

TWO-THIRDS

REGISTER

ELECTED

ARMS

TREASON

ONE HUNDRED

TWENTY-ONE

TEXAS BINGO

T	E	X	A	S

LESSON 28: *State Government*

Texas Almanac Reference	**Pages**
"Texas Chief Governmental Officials"	*423-428*
"State Government"	*429*
"Texas Legislature"	*429-430*
"State Judiciary"	*431-436*
"State Agencies"	*437-440*
"Texas State Boards and Commissions"	*441-452*
"State Government Income and Expenditures"	*453-454*

Social Studies TEKS	**TAAS**	**TAKS**
4 - 18, 19, 22, 23, 24	4 - Reading - 1, 2, 5	8 - Social Studies - 4, 5
7 - 7, 15, 16, 21, 22, 23	8 - Social Studies - 1, 7, 8	
8 - 18, 20, 22, 23, 30, 31, 32		

Instructional Suggestions

1. Students will read pages 423-428 to complete Texas Chief Government Officials.

   a Write the year in which each of these events occurred in the appropriate column.
   b. Write "1" in the appropriate column for the first event that occurred and continue until all events are sequenced.

2. Students will write a persuasive letter to a member of the state executive or legislative branch on one of these topics:

   a. removing physical education from the curriculum,
   b. eliminating the fine arts program,
   c. altering the dress code,
   d. requiring community service, and
   e. increasing requirements for graduation.

Students should use pages 429-430 as reference for the officials.

3. Teachers should invite a member of the local judiciary to speak to their classes on the duties and responsibilities of their position.

4. In small groups or with a partner and using pages 437-440, students will create a visual advertisement for an agency.

5. Using pages 441-452, students will select a board or commission that piques their interest. They will write a letter of inquiry to that board or commission asking for this information: purpose of the board or commission, appointment process, qualifications for appointees, benefits of appointees, and recent activities of the board or commission.

Instructional Suggestions, continued

6. Students will use the chart, "State Revenues by Source and Expenditures by Function," page 453, to compute these problems.

   a. Was there an increase or decrease in tax collections from 1996 to 2000? What was the percentage of the increase or decrease?
   b. Was there an increase or decrease in the net lottery proceeds from 1996 to 2000? What was the percentage of the increase or decrease?
   c. Was there an increase or decrease in the education expenditures from 1996 to 1999? What was the percentage of the increase or decrease?
   d. Was there an increase or decrease in the health and human services expenditures from 1998 to 2000? What was the percentage of the increase or decrease?
   e. Was there an increase or decrease in the public safety and corrections expenditures from 1996 to 2000? What was the percentage of the increase or decrease?
   f. Was there an increase or decrease in the lottery winnings paid from 1997 to 2000? What was the percentage of the increase or decrease?

7. Students will view the Web sites of the state government officials listed on page 429. They will then form seven groups. Each group will design a new home page for one of the officials.

8. Check it Out! Teachers should view the Web site of the State Senate. The address is listed on page 429; click on Senate Kids.

STUDENT ACTIVITY: *State Government*

TEXAS CHIEF GOVERNMENT OFFICIALS

Year	Order	
____	____	Ann Richards took office as Treasurer of Texas.
____	____	This was the last year that Victor Blanco served as governor under Mexican rule.
____	____	Sam Rayburn was the 32nd Speaker of the Texas House.
____	____	Miriam A. Ferguson took office as governor of Texas for the second term.
____	____	Domingo Terán de los Rios was the Spanish Royal Governor of Texas.
____	____	Kay Bailey Hutchison took office as a U.S. Senator from Texas.
____	____	William P. Hobby, Jr., took office as the Lt. Governor of Texas.
____	____	Anson Jones left office as the last President of the Republic of Texas.
____	____	Laura Welch Bush became the First Lady of Texas.
____	____	Hardin R. Runnels left office as the Governor of Texas.
____	____	Dan Morales took office as the Texas Attorney General.

LESSON 29: *Local Governments*

Texas Almanac Reference — **Pages**

"Local Governments" *455-477*

Social Studies TEKS	TAAS	TAKS
4 - 18, 19, 22, 23, 24	8 - Social Studies - 1, 5, 7, 8	8 - Social Studies - 4, 5
7 - 15, 17, 21, 22, 23		
8 - 20, 23, 30, 31, 32		

Instructional Suggestions

1. Students will interview a city or county official as listed on pages 455-462. Questions might include educational background, qualifications for the office, selection process (appointment or election), term of office, job responsibilities, and job benefits. Students will present this information to the class from a "first person" perspective.

2. Students will attend a meeting of their local governmental body and take notes.

3. Students will brainstorm ideas for local improvements such as new traffic lights, sidewalks, streets, etc. They will write a proposal addressing the problem and present it to their local governmental body.

LESSON 30: *Federal Government*

Texas Almanac Reference **Pages**

"Texans in Congress" *478-480*
"Medal of Freedom Honors Bentsen" *479*
"Federal Courts in Texas" *480-482*
"Major Military Installations" *482-484*
"Federal Funds to Texas by County, 2000" *484-486*
"U. S. Tax Collections in Texas" *487*

Social Studies TEKS	TAAS	TAKS
4 - 19, 22, 23, 24	4 - Reading - 5	8 - Social Studies - 4, 5
7 - 18, 21, 22, 23	8 - Social Studies - 5, 7	
8 - 23, 30, 31, 32		

Instructional Suggestions

1. Using pages 478-480, students will determine the name of their U. S. representative or U. S. senator and select a committee on which that person serves. They will write a letter or call the local office and inquire as to the responsibilites of that committee and the role of their representative or senator.

2. Students will research biographical data (family background, education, previous jobs, political experience, and accomplishments) of one U. S. representative and one U. S. senator. They will compile the information on a T-chart and then compare their political rise to power. Students will present their findings to the class.

3. Students will research the criteria needed to qualify as a recipient for the Medal of Freedom, the Presidential Citizens Medal, and the Eleanor Roosevelt Human Rights Award. A Venn diagram will be created with the information from two of these awards.

4. Students will write a speech for the president awarding the 1999 Medal of Freedom to former U. S. Senator Lloyd Bentsen. This speech should include a biographical sketch that covers his education, military service, political positions, and achievements/accomplishments to justify former Senator Bentsen's receiving this award.

5. Students will write an invitation, using pages 480-482, to a federal judge. The invitation should include a request to speak to the class about the role of the federal courts in Texas.

6. Using a Texas outline map (Appendix) and pages 482-484, students will create a symbol for each major military installation and then plot the location of each.

Instructional Suggestions, continued

7. Students will answer these questions using pages 482-484.

   a. The total number of active-duty military personnel is _____.
   b. _____ has the largest number of active-duty military personnel.
   c. _____ has the smallest number of active-duty military personnel.
   d. There are _____ more active-duty Air Force personnel than there are active-duty Navy personnel.
   e. Army active-duty personnel comprise approximately _____ percent of the total active-duty personnel.

8. Using Web site www.agd.state.tx.us, three groups of students will research the duties of each of the entities of the Texas Guard. Each group will present its findings to the class.

9. Using pages 484-486 and a blank grid (Appendix), students will create a bar graph reflecting the five counties that were paid the greatest amount of federal funds in 2000.

10. Using page 486 and the table, "U.S. Tax Collections in Texas," students will compute the percentage of increase from fiscal year 1981 to 1999 for each category on the table. Numbers on the table should be rounded to the nearest million.

LESSON 31: *Culture and the Arts in Texas*

Texas Almanac Reference — **Pages**

"Fine Arts Organizations Across State" *487-488*
"Texas Medal of the Arts Awards" *489*
"National Humanities Arts Medals Honor Two Texans" *492*
"Film and Television Work in Texas" *493*
"Italians Add Style, Sculpture to Texas" *494-496*
"Jewish-Texans Enhance Arts, Civic Life of State" *496-498*
"Public Libraries" *498-507*

Social Studies TEKS	TAAS	TAKS
4 - 20, 22, 23, 24	4 - Reading - 3, 5	8 - Social Studies - 5
7 - 19, 21, 22, 23	8 - Social Studies - 6, 7, 8	
8 - 27, 30, 31, 32		

Instructional Suggestions

1. Students will write to the arts institution in their area of the state and ask for information on future cultural events. As a class project, a calendar of activities will be created from this information. The class will choose one event to attend. Inquiries will also be made for possible volunteer work to be done for the cultural organization. Students should use pages 487-488 to complete this assignment.

2. Students will choose one of the Texas Medal of the Arts Awards recipients from page 489. The students will research the career of their recipient and design a billboard to be displayed in their hometown.

3. Students will design a commemorative plaque to be displayed in the hometown of Lydia Mendoza or Jim Lehrer, using the information on page 492.

4. Students have learned that a movie or television production will be filmed in Texas. In four small groups and using page 493, students will develop a plan to present to the fifth small group, the production company, convincing them to use their community for their project. Each of the four groups should address these topics in creating their plan: location scouts, casting crew, caterers, production company, accommodations, and technicians.The fifth group, the production company, should create their own plan, which includes the specific criteria they will use as each group presents. They will use this to determine which of the four groups wins the contract.

5. Students will read pages 494-496. In small groups students will brainstorm contributions by the Italians to Texas culture. They will share their ideas with the class. Each group will create a collage to represent Italian contributions.

6. After reading pages 496-498, students will plan a museum showing the many contributions of Jewish-Texans to the culture of Texas. Displays should include business, politics, medicine, petroleum industry, and the performing arts.

7. Students will use pages 494-498 to complete the Heritage Word Puzzle.

8. Using pages 498-507, students will contact their closest public library. They will draw and label a street map from their school to the library. After visiting a public library, students will draw and label a floor plan identifying the sections of the library.

HERITAGE WORD PUZZLE

1. _ _ _ _ **H** _ _ _ _ _ _
2. _ **E** _ _ _ _ _ _ _
3. _ _ **R** _ _ _ _ _ _ _ _
4. _ _ _ _ **I** _ _
5. _ **T** _ _ _ _ _
6. _ _ _ _ **A** _ _ _ _
7. **G** _ _ _ _ _ _ _ _
8. _ **E** _ _ _ _ _ _ _ _ _ _

1. Last name of the author of Von Ryan's Express
2. Last name of an Italian-born Texan who fought at the Battle of San Jacinto
3. A dance almost always performed as part of an Italian wedding feast
4. Last name of Italian-Texan who established Texas' oldest winery in 1883
5. Last name of a prominent Jew during the fight for Texas Independence
6. Last name of the Italian sculptor who created the Sam Houston monument in Hermann Park in Houston
7. Home of the oldest Reform congregation in Texas, established in 1868
8. Landmark store founded and developed by Jewish entrepreneurs in Dallas

LESSON 32: *Crime in Texas*

Texas Almanac Reference **Pages**

"Crime in Texas, 2000" *509-513*

Social Studies TEKS	TAAS	TAKS
4 - 18, 22, 23, 24	4 - Reading - 4, 5	8 - Social Studies - 4, 5
7 - 16, 21, 22, 23	8 - Social Studies - 1, 7, 8	
8 - 20, 30, 31, 32		

Instructional Suggestions

1. Using the chart, "Texas Crime History, 1979-2000," page 509, students will answer these questions.

   a. What were the three sources used in compiling the information for this chart?
   b. In what year was motor vehicle theft at its highest level?
   c. What is the proportional figure of the population used to determine the crime rate?
   d. In what year was robbery at its lowest level?
   e. Which crime had the highest decrease between 1988 and 1989?
   f. What was the population figure used to determine the 2000 crime rate? Who supplies this data?
   g. Which crime had the highest increase between 1985 and 1986?
   h. Which of these crimes - murder, aggravated assault, or theft - had the largest increase between 1999 and 2000?
   i. Which of these crimes - robbery, burglary, or motor vehicle theft - had the largest decrease between 1998 and 1999?

2. Students will write an essay explaining ways in which they can try to prevent crime.

3. Students will analyze the statistics on crime for their county from pages 510-513. They should also research current crime prevention programs being implemented locally. Using this data, students will develop their own crime prevention program addressing local needs.

4. Students will write an essay expressing their opinions about whether minors should or should not be tried and punished as adults. Essays should include supporting details for the position taken.

LESSON 33: *Health and Science in Texas*

Texas Almanac Reference	**Pages**
"Death, Birth Rates Continue Trends in Texas Statistics"	*514-518*
"Hospital Care in Texas"	*518*
"State Institutions for Mental Health Services"	*518-519*
"Nobel Prize in Physics to Texas Engineer"	*520*

Social Studies TEKS	**TAAS**	**TAKS**
4 - 5, 21, 22, 23, 24	4 - Reading - 1, 2, 5	8 - Social Studies - 5
7 - 20, 21, 22, 23	8 - Social Studies - 5, 7, 8	
8 - 29, 30, 31, 32		

Instructional Suggestions

1. Students will use a blank grid (Appendix) and the chart, "Health Care and Deaths in Texas Counties," pages 514-518, to construct a bar graph showing the leading causes of death in 1999 in their county.

2. Using the information in "Hospital Care in Texas," on page 518, students will compare a local community hospital's cost and length of stay to the state and national averages. They will contact a local community hospital to obtain information to write a paragraph comparing the differences between local, state, and national information. The paragraph should include a conclusion on possible reasons for the differences.

3. Students will locate the Texas Department of Mental Health and Mental Retardation facility closest to them and write to the central office (address, page 518) for more information about the services available to these populations.

4. Students will name the Texas Nobel Prize recipient in physics and the area of his discoveries as well as research the origins and significance of the Nobel Prize. They will write a paragraph justifying why he was the winner.

LESSON 34: *Education in Texas*

Texas Almanac Reference **Pages**

"Texas Public Schools" *521-524*
"Brief History of Higher Education in Texas" *525*
"Recent Developments in Texas Higher Education" *525-526*
"Universities and Colleges" *527-532*

Social Studies TEKS	TAAS	TAKS
4 - 22, 23, 24	4 - Reading - 2, 5	8 - Social Studies - 5
7 - 21, 22, 23	8 - Social Studies - 7, 8	
8 - 30, 31, 32		

Instructional Suggestions

1. Students will read pages 521-524 and complete the chronology and timeline activities.
   a. Determine the year in which each of these events occurred.
   b. Write the year of each event in the blank.
   c. Draw a timeline and place each event on it.

_____ The Texas public school system was established.
_____ The Texas Congress designated land to support public schools and a state university.
_____ Texas lawmakers made history by creating a landmark health-insurance program for educators.
_____ President Lamar advocated setting aside public land for public schools.
_____ The Legislature adopted no-pass, no-play.
_____ The Public Schools Reform Act requires the passing of exit-level TAAS for high school graduation.
_____ For the first time free textbooks were provided.
_____ The State Legislature was to designate at least 10 percent of its tax money for schools.
_____ The state fund apportionment was 62 cents per student.
_____ Public schools were reorganized by the Gilmer-Aikin Laws.

2. Students will read pages 523-524 and answer these questions.

   a. What was the purpose of the Public Schools Reform Act of 1995?
   b. Identify the three types of school districts.
   c. The Public Schools Reform Act of 1995 changed the six-week suspension from extracurricular activities to three weeks. In your opinion, will this encourage academic achievement among students involved in extracurricular activities? Defend your position.

3. After reading pages 523-524, students will use the school accountability system to research their school's rating based on the TAAS scores, dropout rates, and attendance rates. In small groups, students will brainstorm strategies that can be implemented to improve their school's rating. Strategies will be presented to the class and the parent-teacher organization.

4. Using page 525, students will plot, on a Texas outline map (Appendix), ten of the primarily black colleges by drawing a mortar and tassel ( ) on the correct location.

Instructional Suggestions, continued

5. Students will write an essay expressing their opinion of the decision of the 77th Texas Legislature that requires entering ninth graders in 2004 to be enrolled in the Recommended High School Program. Using page 526, they should first construct a T-chart to enumerate the pros and cons of this diploma.

6. Using pages 527-532, students will select ten universities or colleges and construct a bar graph showing Fall 2000 enrollment.

7. Students will write a letter to the admissions office of a college or university of their choice, requesting a school catalog. They will use the catalog to research the courses, tuition, fees, books, housing, etc. Using this information, students will create a spreadsheet that will reflect an overview of their freshman year.

LESSON 35: *The Dallas Morning News*

Texas Almanac Reference **Pages**

"Belo Covers the Nation" *533-536*

Social Studies TEKS
4 - 5, 22, 23, 24
7 - 7, 21, 22, 23
8 - 30, 31, 32

TAAS
4 - Reading - 5
8 - Social Studies - 7, 8

TAKS
8 - Social Studies - 5

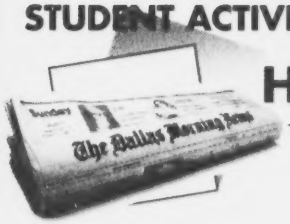
Instructional Suggestions

1. Students will complete the chart, History of The Dallas Morning News, using the information from pages 533-534.

2. Using fourteen Texas outline maps (Appendix) and pages 535-536, students will place important facts about each director on his or her own map.

3. In small groups, students will complete an oral history project researching the history of the newspaper in their area of the state.

STUDENT ACTIVITY: *The Dallas Morning News*



HISTORY OF THE DALLAS MORNING NEWS

Date	Significance of Date
1842	
1857	
1865	
1874	
1885	
1906	
1922	
1950	
1995	
1997	
1999	
2000	

LESSON 36: *Media in Texas*

Texas Almanac Reference **Pages**

"Texas Newspapers, Radio and Television Stations" *537-542*

Social Studies TEKS
4 - 7, 22, 23, 24
7 - 9, 19, 21, 22, 23
8 - 30, 31, 32

TAAS
4 - Reading - 5
8 - Social Studies - 7, 8

Instructional Suggestions

1. Students will use pages 537-542 to select four radio stations - one each from the northern, southern, eastern, and western sections of Texas. They will design a bumper sticker for each station they have selected. Information to be considered should include the culture, geography, and population of each particular section.

2. Using pages 537-542, students will select a newspaper, radio, or television station and create a jingle for publicity purposes.

3. Students will write a letter to a newspaper, radio, or television station and invite an employee to visit the school and speak about the role of the media in today's society.

4. Students will research the requirements necessary to apply for a license for a television station in their town. Students will then write a letter of application asking for a valid operating license.

5. Students will research the history of their local newspaper and create a front page for its anniversary edition including a masthead, banner headline, sub-headlines, a photograph, and articles regarding the celebration activities.

LESSON 37: *Economy of Texas*

Texas Almanac Reference **Pages**

"Texas Economy: Employment Growth Continues" *543-547*
"Employment in Texas by Industry" *548*
"Average Hours and Earnings" *548*
"Cities in Review: Metro Areas Draw Attention" *549-552*
"Personal Income, Per Capita Income by County, 1999" *552-554*
"Construction Industry" *552*
"Insurance in Texas" *556*
"Banking and Savings" *557-563*
"Foreign Consulates in Texas" *580-581*

Social Studies TEKS	TAAS	TAKS
4 - 9, 12, 13, 14, 22, 23, 24	4 - Reading - 4, 5	8 - Social Studies - 2, 3, 5
7 - 9, 10, 11, 13, 21, 22, 23	8 - Social Studies - 2, 4,	
8 - 11, 13, 15, 30, 31, 32	7, 8	

Instructional Suggestions

1. Students will be divided into eight groups; each group will select an industry from pages 543-547. Each group will prepare a presentation to the class by answering these questions and creating a visual depiction of its industry.
   a. Describe what the industry does.
   b. State the impact of the industry on the economy.
   c. Discuss the growth or decline of the industry.
   d. Explain the factors that may have contributed to the growth or decline of the industry.

2. Students will answer these questions about employment on page 548.

   a. How many more people were employed in April 2001 than in April 2000?
   b. What is the difference between durable and non-durable goods?
   c. What does an automobile dealer earn compared to a food worker?
   d. Which of the employment areas earns the least amount per week?
   e. Which metropolitan area's total earnings are more than that of any other?
   f. Which areas of employment did not change at all from 2000 to 2001?

3. On a Texas county map (Appendix), students will color each county in each of the six metropolitan areas of the state (pages 549-552). Students should use a different color for each metro area, label each one, and include a key to interpret their data.

4. Using pages 549-552, students will be divided into six groups with each one representing a metropolitan area. Each group will design an advertisement encouraging workers to move to their area to seek employment.

5. In small groups, students will predict the area of Texas that will become the next metropolitan center. Factors they should consider are present and future needs, such as business climate (e.g., employment opportunities, land available for development), social (e.g., recreation, cultural diversity), and education (e.g., quality of schools). Students will present their choice and its supporting data to the class.

Instructional Suggestions, continued

6. Using pages 126-127, 129-285, 286-399, 552-563, and 580-581 and in small groups, students will research each of the four geographic areas - North, South, East, and West - to determine where they want to start a new business. Each group will assess the natural, human, and financial resources that would contribute to the development of its industry. Each group will select the type of industry they want to develop in one of the four geographic regions. They will write a proposal to a bank requesting a loan. Their proposal should include these elements.
   a. Kind/type of industry
   b. Natural resources available
   c. Human resources available
      - Civilian labor force
      - Percentage of unemployed
      - Annual wages
      - Average weekly wage
   d. Financial resources
      - Property value
      - Retail sales
   e. Students will write a letter to one of the foreign consulates presenting the information they have gathered in steps a. - d. The letter should request information on that country's current business holdings in Texas and if they would like to increase those holdings or begin a new business. The proposal should include visual aids. Each group will present to the class and the class will vote to determine which group's loan proposal is approved.

7. Students will answer these questions using page 556.

   a. How many out-of-state companies are licensed to handle insurance in Texas?
   b. How many Texas firms are licensed to handle insurance in Texas?
   c. Why does Dallas rank among the nation's major insurance centers?
   d. What law enacted in 1907 encouraged the establishment of many Texas insurance firms?
   e. Why did many out-of-state insurance companies withdraw from Texas?
   f. Why was the State Board of Insurance established in 1957?
   g. Who serves as the chief administrator of the State Board of Insurance?

LESSON 38: *Minerals in Texas*

Texas Almanac Reference **Pages**

"Oil and Gas Production by County 2000" *564-565*
"Texas Oil Production History" *566-567*
"Receipts by Texas from Tidelands" *568*
"A History of Fuel Minerals in Texas" *569-571*
"Nonpetroleum Minerals" *572-578*

Social Studies TEKS	TAAS	TAKS
4 - 6, 12, 14, 22, 23, 24	4 - Reading - 5	8 - Social Studies - 2, 3, 5
7 - 7, 8, 13, 21, 22, 23	8 - Social Studies - 2, 7, 8	
8 - 10, 13, 15, 30, 31, 32		

Instructional Suggestions

1. Students will answer these questions using the chart, "Oil and Gas Production by County 2000," on pages 564-565.

   a. Which county produced no crude oil or gas?
   b. Which counties produced no crude oil?
   c. How many counties did not have gas wells?
   d. What percentage of counties produced no crude oil?
   e. What percentage of counties had no gas wells?
   f. Which county produced the most crude oil?
   g. Which county had the greatest number of gas wells?

2. Students will generate a map in which they identify the top ten counties in total oil production since its discovery (pages 566-567) by drawing an oil derrick (⍊) in the correct location.

3. Students will use information from "Receipts by Texas from Tidelands," on page 568 and outside research to write a persuasive speech. Their perspective should reflect the viewpoint of a U. S. Senator or Representative from Texas as they attempt to persuade their colleagues to approve the continuation of revenue from off-shore oil and gas leases.

4. Using the table, "Petroleum Production and Income in Texas," on page 570, students will construct a bar graph comparing the value of crude oil to natural gas for any five years since 1985.

5. Students will use pages 569-571 to complete the Oil in Texas Wordsearch. They should fill in the blanks first and then use these terms to complete the wordsearch.

Instructional Suggestions, continued

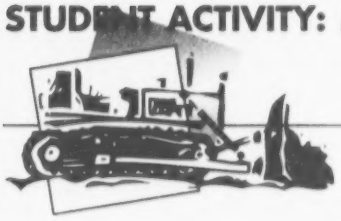
6. Students will use the data from "Texas Oil Production History," on pages 566-567 and pages 129-285, with a Texas county map (Appendix), to identify and locate the twenty-one counties which have not produced oil.

7. Students will be divided into groups of two to four. Using pages 572-578, each group will create a company producing a nonpetroleum mineral.
   a. Students will select a company name, logo, and headquarters location. They will design a business card and brochure to be distributed to potential customers.
   b. Students will create advertisements for their company which will be presented to potential customers. The advertisement can be for the newspaper, television, or radio. Formats for these advertisements may be written, visual, a skit, jingle, etc.
   c. Students will make a business presentation to potential customers (class); it should include their business card, brochure, and advertisement.

8. Students will read pages 572-578 and complete the Texas Minerals Chart.

9. Students will create symbols for the minerals on the chart, draw them on the correct locations on a Texas county map (Appendix), and include a key to interpret the data.

STUDENT ACTIVITY: *Minerals in Texas*

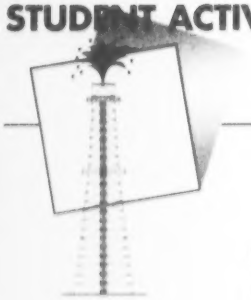


TEXAS MINERALS CHART

Mineral	Location in Texas	Uses
Asphalt	1. 2. 3. 4. 5.	1.
Clays		
- Ceramic	1. 2.	1. 2. 3.
- Nonceramic	1. 2. 3.	1. 2. 3.
Coals		
- Bituminous	1. 2. 3.	1.
- Cannel	1.	1.
Graphite	1. 2.	1. 2. 3. 4. 5. 6.
Gypsum	1. 2. 3. 4.	1. 2. 3. 4. 5.

Continued on next page

Mineral	Location in Texas	Uses
Helium	1.	1. 2. 3. 4. 5.
Iron	1. 2. 3.	1. 2. 3.
Lignite	1. 2. 3.	1.
Marble	1. 2.	1. 2. 3.
Peat	1. 2. 3. 4. 5. 6.	1.
Pumicite	1. 2. 3.	1. 2. 3. 4.
Sandstone	1. 2. 3. 4. 5. 6. 7. 8. 9.	1. 2. 3.
Sulfur	1. 2. 3.	1.



OIL IN TEXAS WORDSEARCH

F E S W Z M P J R L I C I J W R T T A S
P N T S L T K A N A C I S R O C Z V S D
W T I X S I L B U R X A Q R R Y A P E D
W G U S G L G T G E Q Q V L Z L P L L M
H O L V A J A N T D C Q E I M J U E E G
U N E S D B F R I O M P J M G N I D C D
F U O P A F N F E T Z M E E G F I F T R
M C M E J B G A R N E Y P S T Y Y B R P
T A L R T G I S I X I N A T E U M Q A A
Y B P P C A X N R M A M E O Y E E C F N
T W H X O A R V E C R N P N B A L O I H
N T K U K T Q O O P R E Y E Q C R R E A
U E Q Q O Y E G R U A N P C M L O C L N
O Y A X F C D L B P E S S O S U S H D D
C N K X T O R K D C Q R S U P P E H Y L
Y U T W C W R B I N A T Y N X Q N U L E
R F G H Z U A R V O I R N T L W E B G Z
R Q E N B B P G S F S P D Y N A S V U V
U S H M F X S C O I T O S X Q P R X G S
C Y R A N G E R F I E L D G J C A S V U
S M U I N A R U N K Q S O Z M D X B B D
Z F S M G G Z M N W C R Y M O W F W D W

1. _____ is known as "brown coal."
2. Oil and natural gas are the most valuable ____ produced in Texas.
3. The _____ _____ is a large oil-producing area of West Texas.
4. Commercial mining of coal began in _____ in 1881.
5. _____ has been found from Karnes County to Webb County.
6. Survivors of the DeSoto expedition found crude oil near ____ ____.
7. _____ is the site of Texas' first producing oil well.
8. Texas' first commercial oil field was in _____ County.
9. A major oil discovery was made at _____ in 1894.
10. _____ is the site of the Beaumont gusher in 1901.
11. Oil was discovered in the _____ _____ in Wichita County in 1911.
12. Eastland County oil can be found in the _____ _____.
13. The _____ _____ in Wichita County was discovered in 1919.
14. In 1920, oil was discovered in _____ _____ in the Mexia Field.
15. Oil was discovered in the Texas _____ in 1921.
16. Overproduction in the East Texas Field brought a fall in the _____ of oil.
17. Private attempts were made to _____ production in the East Texas Field.
18. The West Texas Field was discovered in 1948 in _____ _____.

LESSON 39: *Transportation in Texas*

Texas Almanac Reference **Pages**

"Transportation in Texas" *582-590*

Social Studies TEKS	TAAS	TAKS
4 - 12, 13, 14, 21, 22, 23, 24	4 - Reading - 4, 5	8 - Social Studies - 3, 5
7 - 12, 13, 20, 21, 22, 23	8 - Social Studies - 2, 5, 7, 8	
8 - 13, 15, 29, 30, 31, 32		

Instructional Suggestions

1. Using pages 582-590, the table, "Vehicles, Highway Miles, Construction, Maintenance, 2000," and a blank grid (Appendix), students will construct a bar graph that reflects the number of vehicles registered in 2000 in his/her county and nine other counties.

2. With a partner, students will create a new drivers' license for the state. Their design, on poster board, should be original, creative, and artistic as well as include the legal elements. Students will present their licenses to the class, and a vote will be taken on the best design.

3. Students will select their county and one county from another physical region of Texas from the map on page 54. Using the table, "Vehicles, Highway Miles, Construction, Maintenance, 2000," students will determine the differences between the two counties in Vehicles Registered, Miles of Highways, and Miles Driven Daily.

4. Students will use the table, "Amtrak Passengers On/Off at Texas Stations, 1992-2000," on page 588 to select a city listed and construct a line graph showing the number of railroad passengers from 1992-2000. Students will conduct outside research to determine ridership usage.

5. Using the tables on pages 589-590, students will answer these questions.

   a. Which community had the most enplanements in 1999?
   b. Which community had the fewest enplanements in 1999?
   c. What percentage of the total enplanements was handled in 1999 by Dallas-Fort Worth International?
   d. Which two cities account for approximately 82 percent of the total airport passenger service in the state?
   e. Between which two years in the 1980s was there the greatest increase in total passengers?

LESSON 40: *Public Utilities in Texas*

Texas Almanac Reference **Pages**

"Public Utilities: Electricity and Deregulation" *591*
"Electric Cooperatives" *591*
"Telecommunications: Lines and Wireless" *592*
"Gas Utilities" *593*

Social Studies TEKS	TAAS	TEKS
4 - 12, 13, 14, 21, 22	4 - Reading - 5	8- Social Studies - 3, 5
7 - 12, 13, 20, 21	8 - Social Studies - 2, 7, 8	
8 - 13, 15, 29, 30		

Instructional Suggestions

1. Students will use pages 591-593 to complete the Public Utilities Word Puzzle.

2. Students will create a new electrical company including a name, logo, average price per kilowatt hour, area served, and original phone number to contact. Students will then design a billboard advertising their company.

STUDENT ACTIVITY: *Publlic Utilities in Texas*

PUBLIC UTILITIES WORD PUZZLE

1. P _ _ _ _ _
2. U _ _ _ _ _ _
3. _ _ B _ _ _ _ _ _
4. _ _ _ L _ _ _ _
5. _ _ _ _ _ _ I _ _ _
6. C _ _ _ _

7. _ _ U _ _ _ _
8. _ _ T _ _ _ _ _
9. _ _ _ _ _ _ I _
10. _ _ L _ _ _ _
11. _ _ _ _ _ _ I _ _ _ _
12. _ _ _ _ _ _ T _ _ _ _
13. _ I _ _ _ _ _ _
14. _ E _ _ _
15. _ _ _ _ S _ _ _ _

1. At the end of the 1990s, the success of cell phones brought about the demise of the ____ industry.
2. The Public ____ Commission of Texas regulates electricity.
3. AT&T's former local phone divisions are known as ____ ____.
4. The Texas ____ Commission regulates gas utilities.
5. Texas had 114,932 miles of natural-gas ____ in 1998.
6. ____ modems and digital subscriber lines were in high demand from technologically sophisticated consumers and businesses.
7. ____ Lighting and Power is one of the largest electric utilities in Texas.
8. The ____ became a vital part of average Americans' lives by offering entertainment, email, shopping, and news.
9. The average annual ____ bill in Texas was $1,144.70 for the year 2000.
10. Equipment makers are concentrated in Richardson's ____ Corridor.
11. ____ could eventually prompt energy-saving innovations.
12. ____ provide electric service primarily in rural areas.
13. There were 110 million ____ subscribers in the United States at the end of 2000.
14. According to the statistics on ____ telecommunication statistics, there were 7,489,180 wireless subscribers.
15. The telecommunications industry went from leading America's 1990s economic boom to dragging the country close to ____.

LESSON 41: *Agriculture in Texas*

Texas Almanac Reference — **Pages**

"Agriculture in Texas" *594-605*

Social Studies TEKS	TAAS	TAKS
4 - 6, 8, 12, 13, 22, 23, 24	4 - Reading - 2	8 - Social Studies - 2, 3, 5
7 - 7, 8, 9, 12, 21, 22, 23	8 - Social Studies - 2, 7, 8	
8 - 10, 15, 30, 31, 32		

Instructional Suggestions

1. Students will complete the Agriculture Mystery Word Puzzle, using pages 594-604. They should read each statement and determine if it is true or false. If it is true, connect the numbers indicated by the "T." If it is false, connect the numbers indicated by the "F." If the answers are correct, students will easily recognize the mystery picture that emerges.

2. Using a blank grid (Appendix), students will create a line or bar graph with the information from the chart, "Realized Gross Income and Net Income from Farming, Texas, 1980-1998," on page 596. Select any five years and round the Realized Gross Farm Income for each year chosen to the nearest million dollars.

3. Students will be assigned a principal Texas crop to research. They will create a symbol for their crop and place the symbol in its primary growing location on a large Texas wall map. Students will inform the class about their crop.

4. Students will answer these questions using the information from the chart, "Cash Receipts for Commodities, 1995-1999," on page 601.

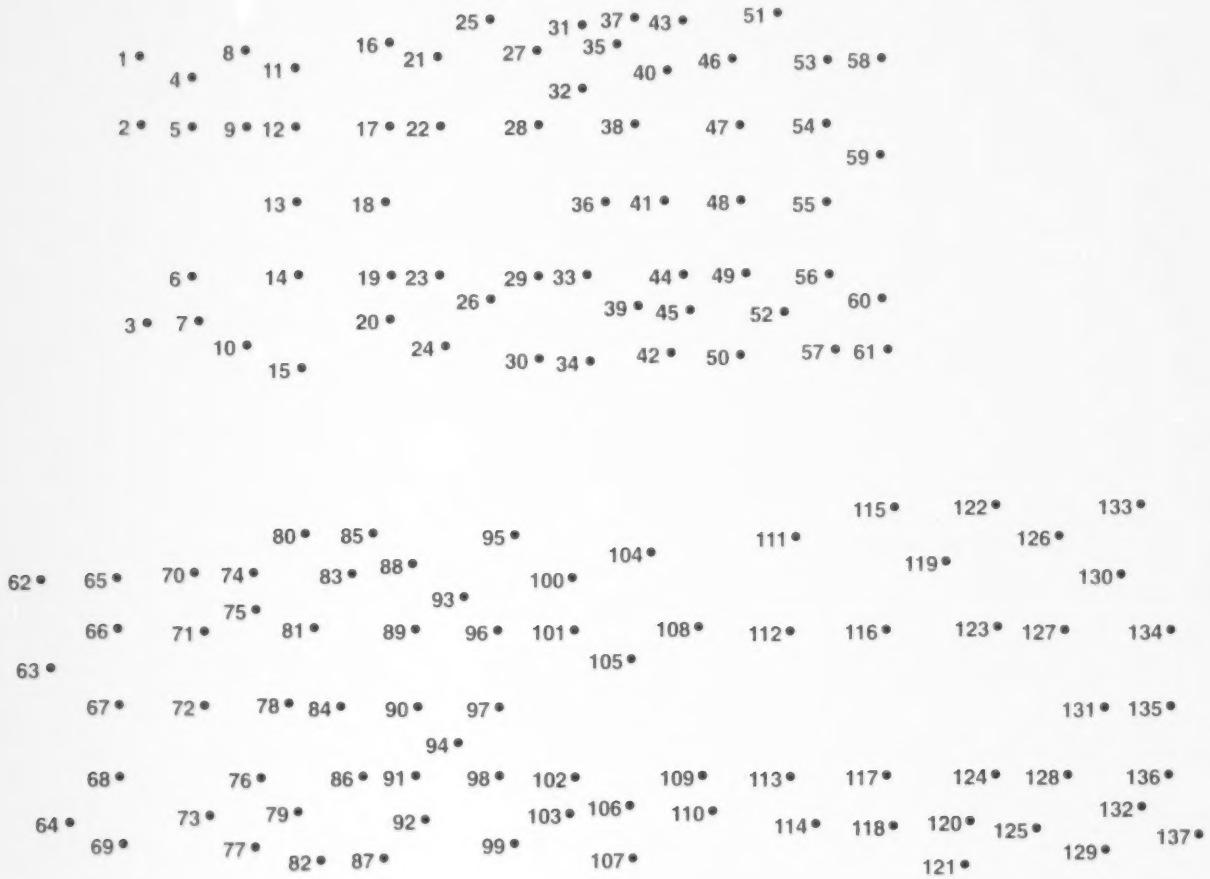
   a. Which livestock and products decreased in cash receipts from 1995-1999?
   b. Between which two years did cattle and calves show the largest increase?
   c. Which crops increased in cash receipts from 1995-1999?
   d. Which crop showed the largest increase in cash receipts between 1995 and 1999?
   e. Which fruit produced the largest cash receipts in 1999?
   f. What is the difference in cash receipts between the top-ranked fruit and the lowest-ranked fruit in 1999?
   g. What were the average (mean) cash receipts of corn, sorghum, grain, wheat, cottonseed, and peanuts in 1999?
   h. How much more were the cash receipts for potatoes than for broccoli in 1999?
   i. How much less were the cash receipts for honeydew melons than for cantaloupes in 1999?
   j. How much did the cash receipts for onions increase between 1995 and 1999? What is the percent of increase?

5. The class will visit a local farmers' market. As they converse with each grower, students will create a chart which includes the name of the product, where it is grown, its growing season, and its price. Students will compare the prices of grocery store products with farmers' market products.

6. "Cotton is the most important crop produced in Texas." Students will take a stand for or against this statement in a paragraph.

STUDENT ACTIVITY: *Agriculture in Texas*

AGRICULTURE MYSTERY WORD PUZZLE



1. A leading Texas industry is agribusiness.
   T - 116 to 117
   F - 114 to 125

2. Agribusiness added more than $50 billion in 2000 to the Texas economy.
   T - 21 to 22
   F - 55 to 56

3. By the beginning of 2000, the estimated value of farm assets in Texas was approximately $93 billion.
   T - 101 to 105
   F - 9 to 12

4. The receipts from farm and ranch marketings were the same in 1999 and 2000.
   T - 66 to 68
   F - 51 to 58

5. The demand for food and fiber is decreasing throughout the world.
   T - 59 to 61
   F - 12 to 17

6. Chemicals are used in Texas agriculture.
   T - 2 to 9
   F - 35 to 40

7. Irrigation has become less important in crop production.
   T - 28 to 30
   F - 76 to 81

8. The number of Texas farms increased from 1940 to 2000.
   T - 58 to 63
   F - 22 to 29

9. Examples of mechanization in farming are tractors, mechanical harvesters, and cropping machines.
   T - 14 to 19
   F - 76 to 86

10. Farmers continue to be concerned with the availability of labor and high energy costs.
T - 36 to 41
F - 111 to 119

11. In the last 50 years, Texas farmers have become less productive.
T - 1 to 8
F - 116 to 124

12. Cotton is a major crop in the High Plains.
T - 127 to 128
F - 112 to 124

13. Net farm income totaled more than $4 billion in 1999.
T - 89 to 91
F - 40 to 53

14. Texas agricultural exports in fiscal year 1999 were less than $2 billion.
T - 133 to 135
F - 112 to 113

15. The value of rice exports was greater than that of cotton in 1999.
T - 28 to 35
F - 47 to 48

16. Farmers irrigate approximately 6 million acres of land in Texas.
T - 33 to 38
F - 18 to 19

17. The greatest use of irrigation in Texas is in the Lower Rio Grande Valley.
T - 49 to 52
F - 108 to 109

18. According to the chart on page 594, the value of machinery and motor vehicles was less than the value of livestock and poultry in 1999.
T - 105 to 108
F - 113 to 124

19. Texas led all states in the production of cotton.
T - 131 to 135
F - 73 to 86

20. According to the chart, "Value of Cotton and Cottonseed," on page 597, the greatest number of bales was produced in 1998.
T - 60 to 64
F - 49 to 56

21. The majority of Texas' raw cotton is processed within the state.
T - 26 to 39
F - 12 to 14

22. In 2000, the amount of grain sorghum produced per acre increased from the previous year.
T - 80 to 81
F - 38 to 44

23. Removing additional layers of bran produces white rice.
T - 123 to 124
F - 85 to 86

24. By-products of milled wheat are used to make bread.
T - 11 to 17
F - 13 to 18

25. Uvalde was a leading oat grain-producing county in 1999.
T - 128 to 136
F - 77 to 87

26. More acres of alfalfa than hay were harvested in 2000.
T - 10 to 14
F - 47 to 54

27. Soybeans are planted in January and February.
T - 130 to 131
F - 5 to 6

28. Texas ranks below California in its amount of harvested acreage.
T - 127 to 134
F - 55 to 67

29. From 1999 to 2000, the total value of vegetable production increased by more than $1 billion.
T - 43 to 54
F - 89 to 96

30. According to the chart on page 600, more acres are planted in okra than in bell peppers.
T - 113 to 114
F - 66 to 71

31. The value of potatoes harvested in Texas decreased from 1999 to 2000.
T - 20 to 26
F - 81 to 86

32. The value of cabbages in 2000 was greater than the value of cantaloupes.
T - 90 to 98
F - 85 to 93

33. Broccoli is grown mainly in South Texas.
T - 78 to 84
F - 16 to 17

34. Tomatoes can be grown in greenhouses in the winter.
T - 48 to 55
F - 77 to 88

35. More acres of bell peppers were harvested in 2000 than in 1999.
T - 95 to 99
F - 67 to 72

36. Spinach is grown mainly in the Panhandle.
T - 30 to 34
F - 90 to 97

37. Citrus is produced in the Lower Rio Grande Valley.
T - 96 to 97
F - 117 to 121

38. Plums are grown mainly in South Texas.
T - 124 to 128
F - 23 to 28

39. Blackberries have been produced in the Tyler-Lindale area since 1890.
T - 101 to 102
F - 72 to 75

40. Atascosca County is the leading area of commercial strawberry production.
T - 135 to 136
F - 116 to 124

LESSON 42: *Livestock in Texas*

Texas Almanac Reference **Pages**

"Livestock and Their Products" *602-605*

Social Studies TEKS	TAAS	TAKS
4 - 12, 13, 14, 22, 23, 24	4 - Reading - 3	8 - Social Studies 3, 5
7 - 6, 7, 12, 21, 22, 23	8 - Social Studies - 2, 7, 8	
8 - 13, 15, 30, 31, 32		

Instructional Suggestions

1. Students will be divided into groups - beef cattle, dairy cattle, swine, goats and mohair, sheep and wool, horses, and poultry and eggs. After reading pages 602-605, students will write a paragraph about their group's livestock within the shape of the animal. Students may instead write five interesting facts about their group's livestock within the shape of the animal.

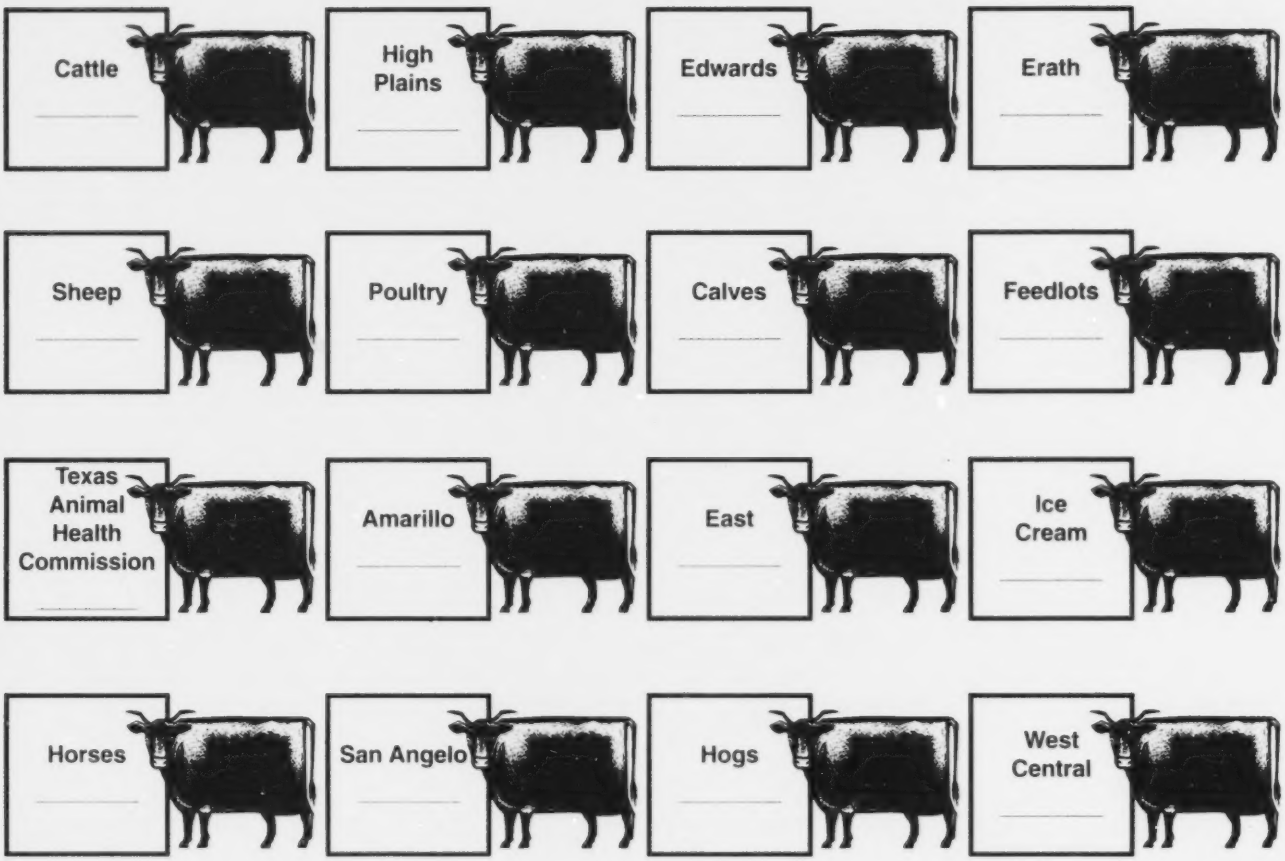
2. Using pages 602-605, students will complete the Livestock Magic Puzzle. Read each clue; locate the answer to each clue in the puzzle. Write the number of the clue in the correct puzzle picture. Students will be able to check their answers by adding the numbers in each column (vertically) and each row (horizontally); each total will be the same for each column and row. This is the magic number; write in the number. Two of the clues will not be used.

3. The teacher will discuss the history of cattle brands and demonstrate designing and reading of the brands. For more information see:
   - www.cowboyshowcase.com/brands.htm
   - www.//angelos-steakpit.com/brands.html
   - www.sloanbrands.com/
   - www.barbwiremuseum.com/cattlebrands.

   Students will complete Cattle Brands - The Cowboy's Mark and create their own brand, drawing it on the Beef Cattle.

STUDENT ACTIVITY: *Livestock in Texas*

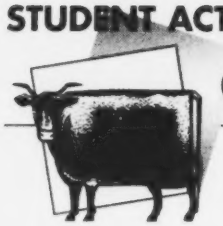
LIVESTOCK MAGIC PUZZLE



The Magic Number: _____

1. Production of ___ in Texas was highest in 1965.
2. Texas ranks number one among all states in the number of ___ raised.
3. ___ ___ production totaled 69.7 million gallons in Texas in 2000.
4. ___ production was the highest in 1970.
5. ___ and eggs contribute about 9 percent of the average yearly cash receipts of Texas farmers.
6. The greatest increase in beef breeding has been in ___ Texas.
7. The greatest number of Texas feedlots is located in the ___ ___.
8. ___ were valued at $80 per head on January 1, 2001.
9. Most sheep in Texas are raised in ___ Texas.
10. ___ ___ is the largest sheep and wool market in the United States.
11. ___ born in Texas totalled 5.1 million in 2000.
12. ___ County is a leading producer of milk.
13. Livestock auctions are inspected by the ___ ___ ___ ___.
14. Condensed and evaporated ___ are examples of dairy products.
15. Cattle are fattened in ___ before sale.
16. The largest number of ___ in Texas are near urban and suburban areas.
17. The American Quarter Horse Association is headquartered in ___.
18. ___ County is a leader in the production of mohair.

STUDENT ACTIVITY: *Livestock in Texas*



CATTLE BRANDS — THE COWBOY'S MARK

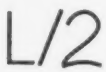
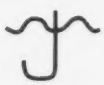
A brand showed ownership of cattle. Cattlemen were proud of their brands and often named their ranches after their brands. The history of brands goes back to the early Egyptians, who are shown in tomb paintings branding their spotted cattle. Hernán Cortés branded the cattle he brought from Spain. Stephen F. Austin used a Spanish brand. Texas cowhands followed three basic rules in reading a brand correctly.

1. Left to Right JA
2. Top to Bottom Diamond Bar
3. Outside to Inside Circle Dot

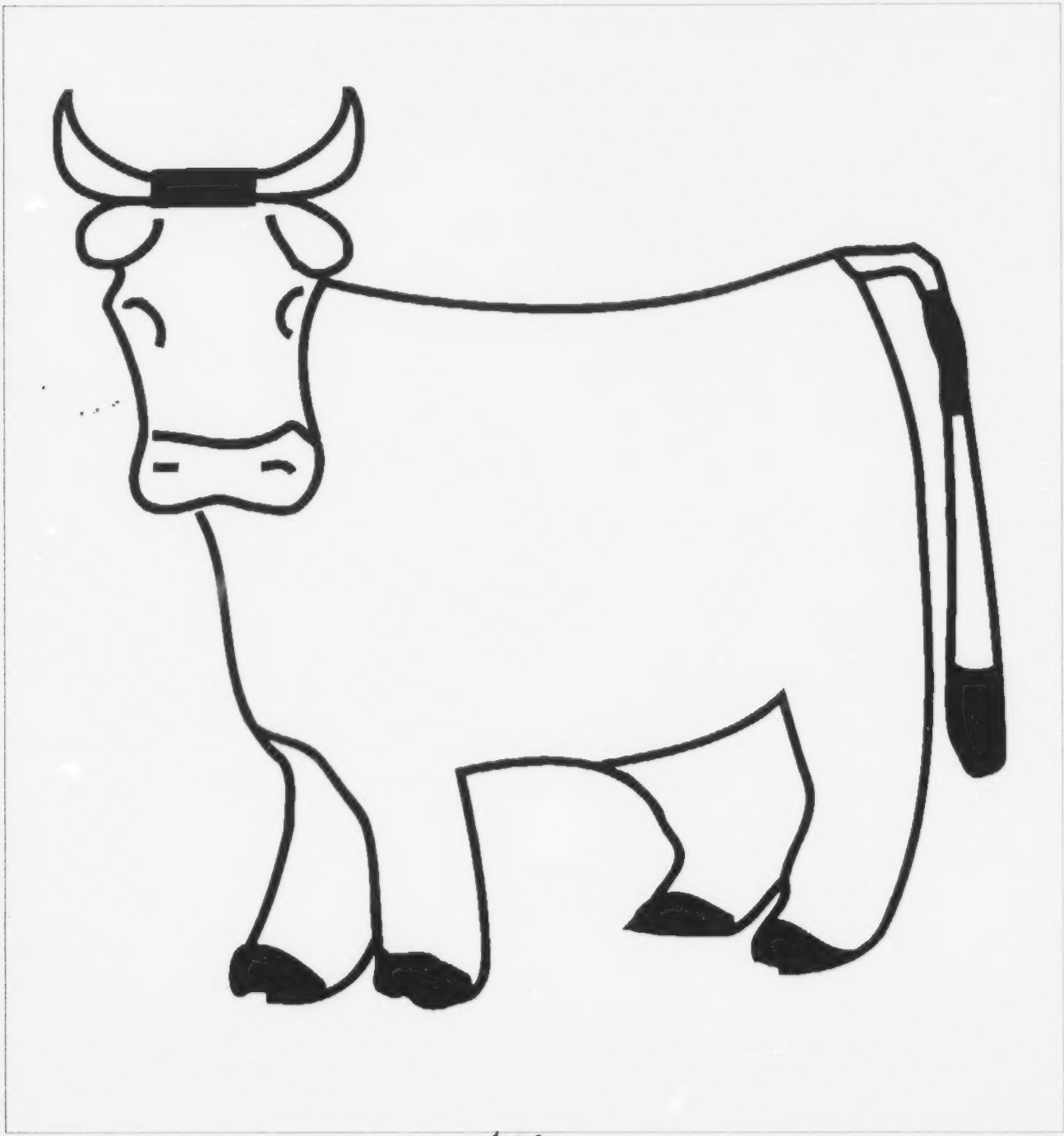
Examples of the Cowboy Alphabet

Running W
Rocking R
 Rail
Circle
Crazy R
Flying R
Slash
Lazy R
 Bar
Half circle

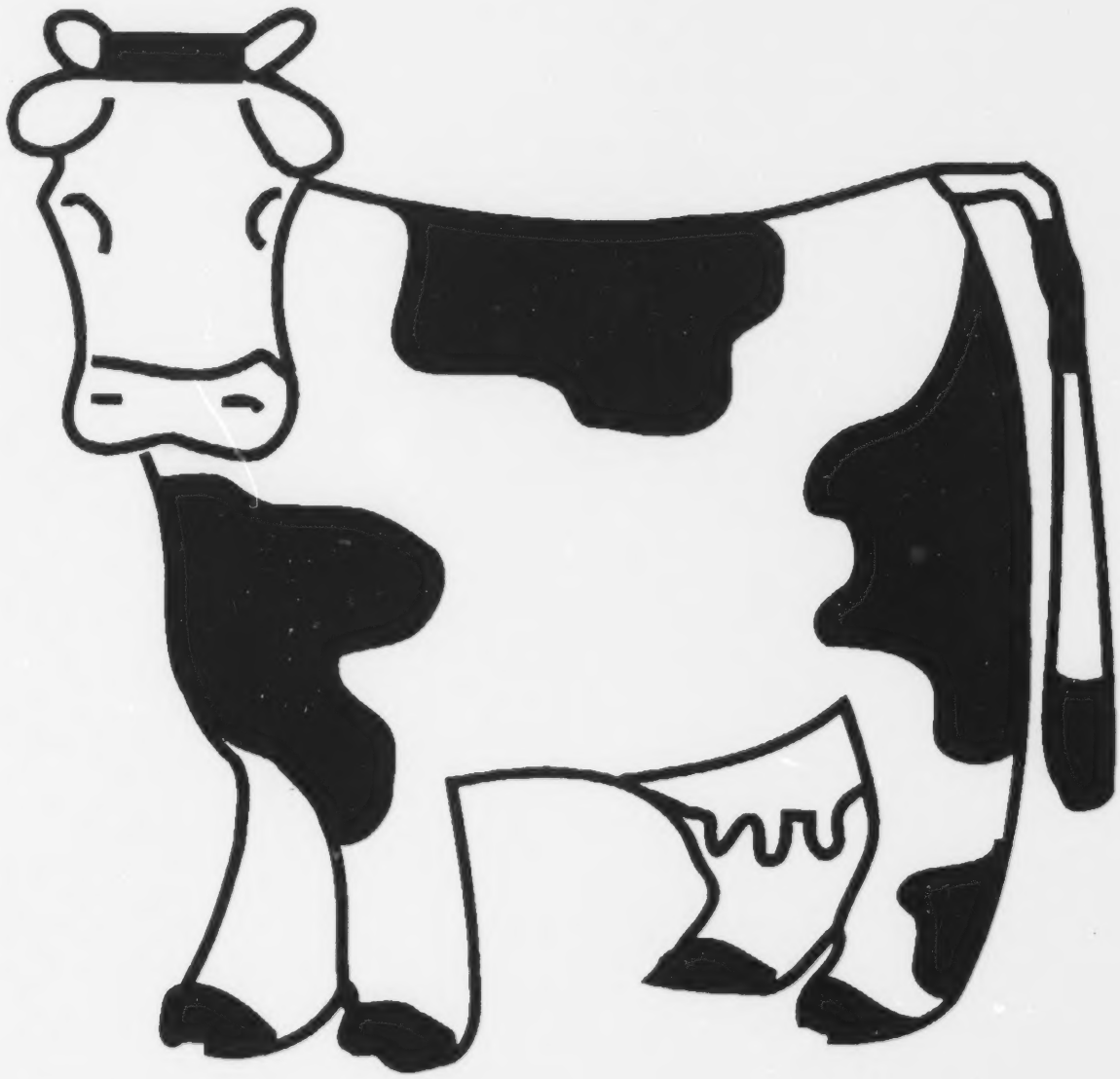
Identify these brands.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7.  _____
8.  _____
9. _____
10. _____

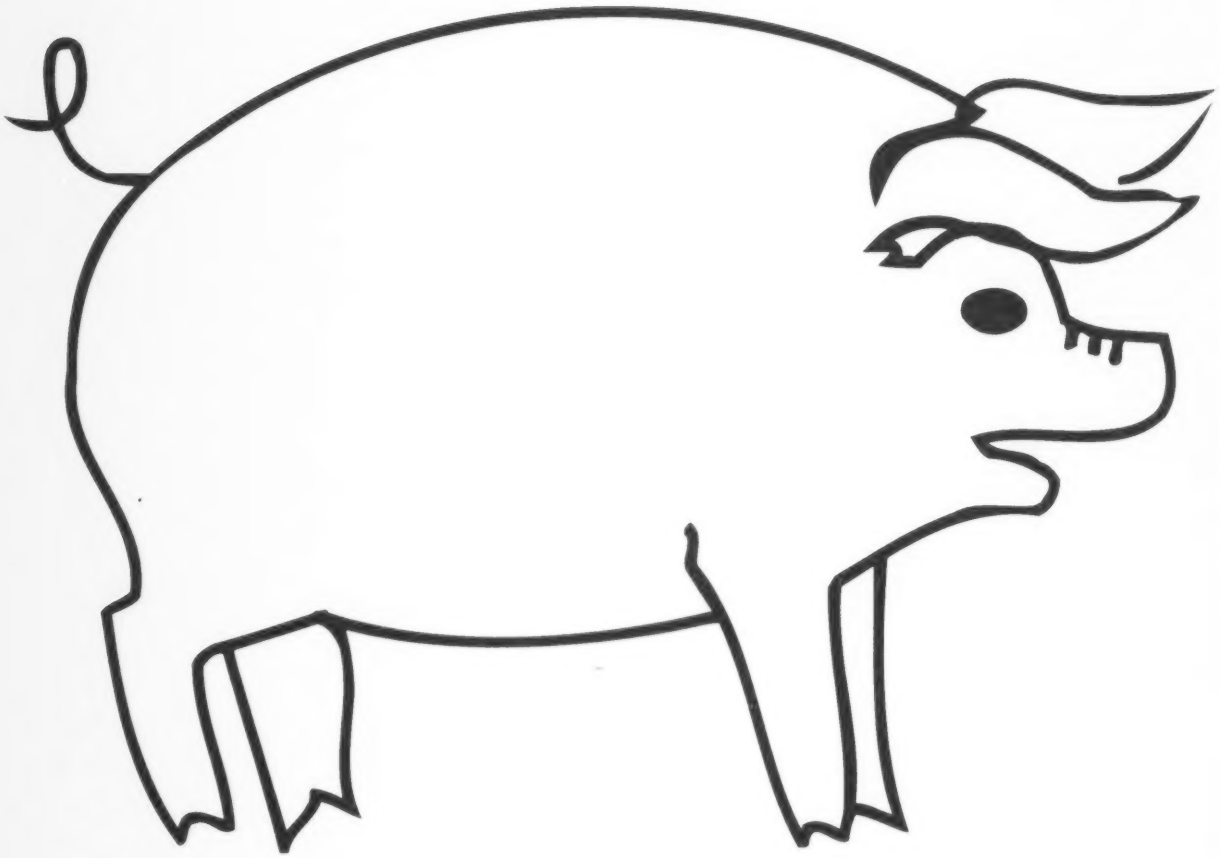
BEEF CATTLE



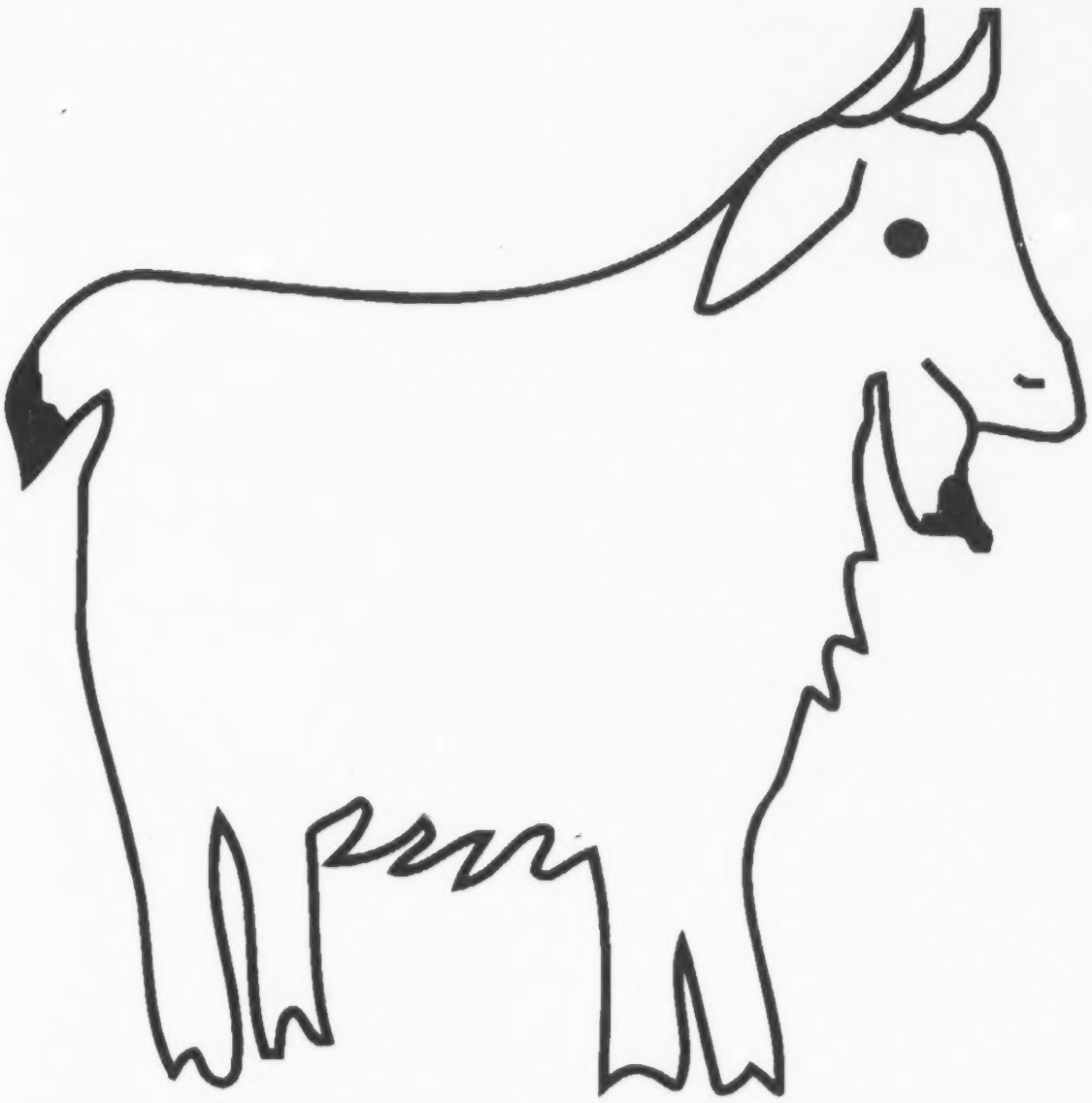
DAIRY CATTLE



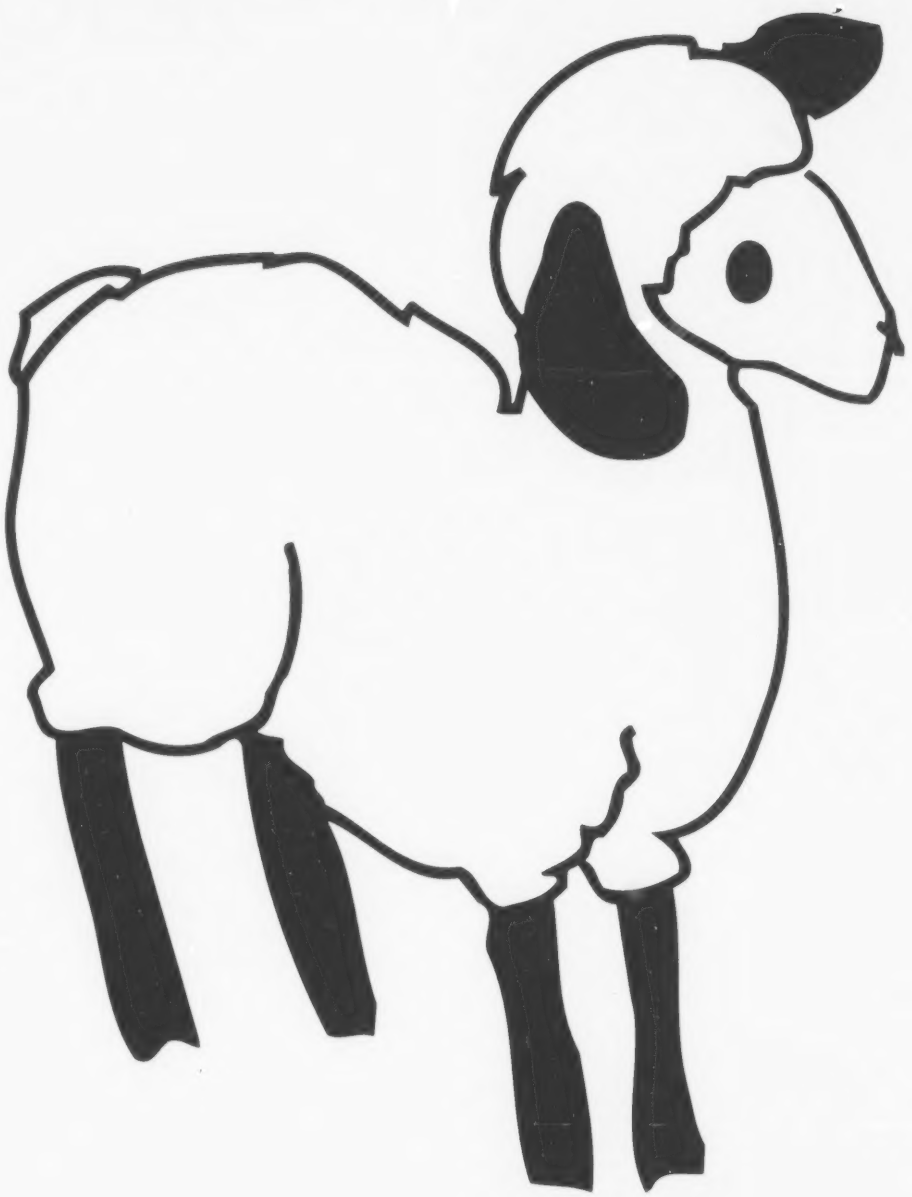
SWINE



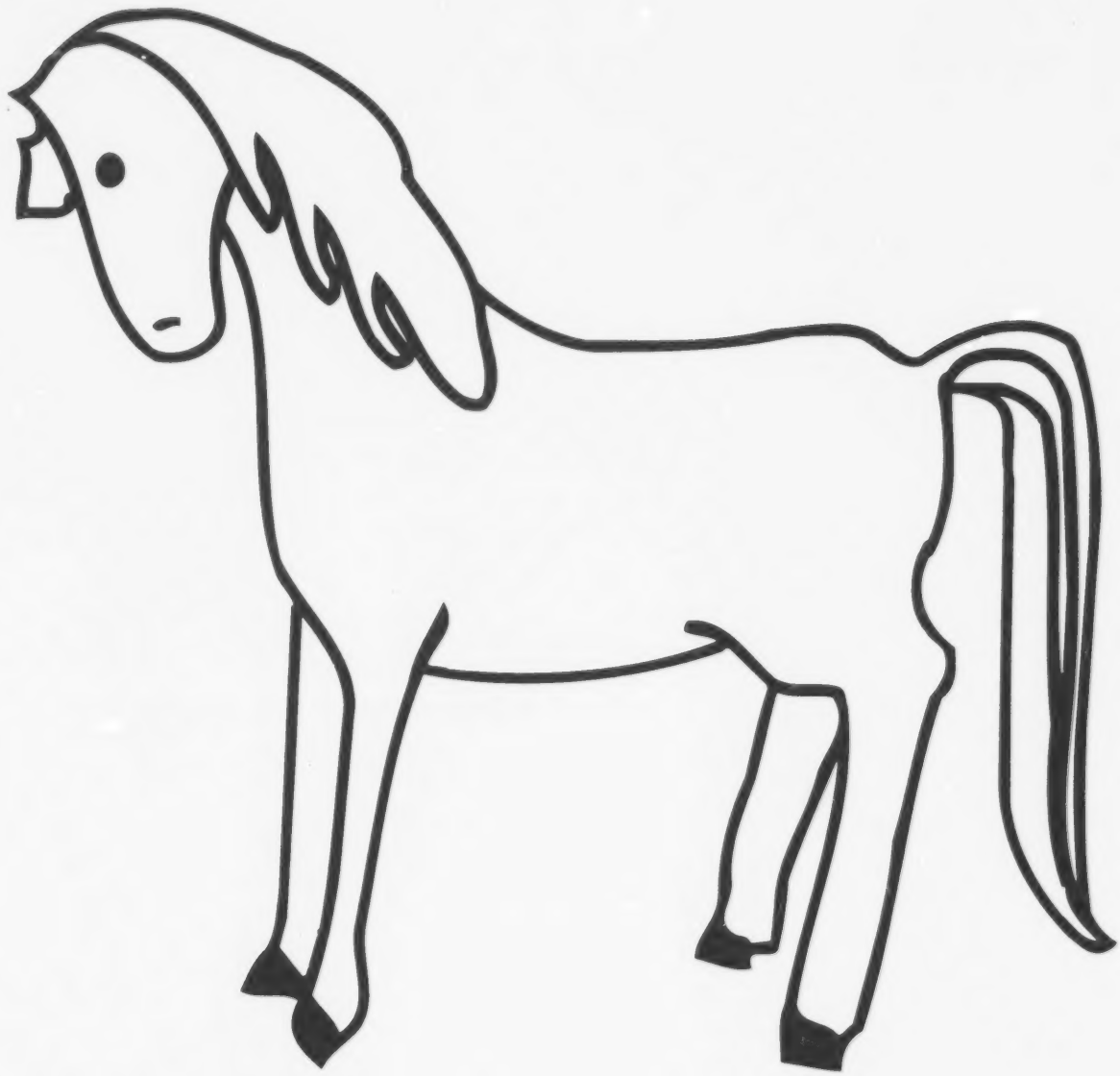
GOATS AND MOHAIR



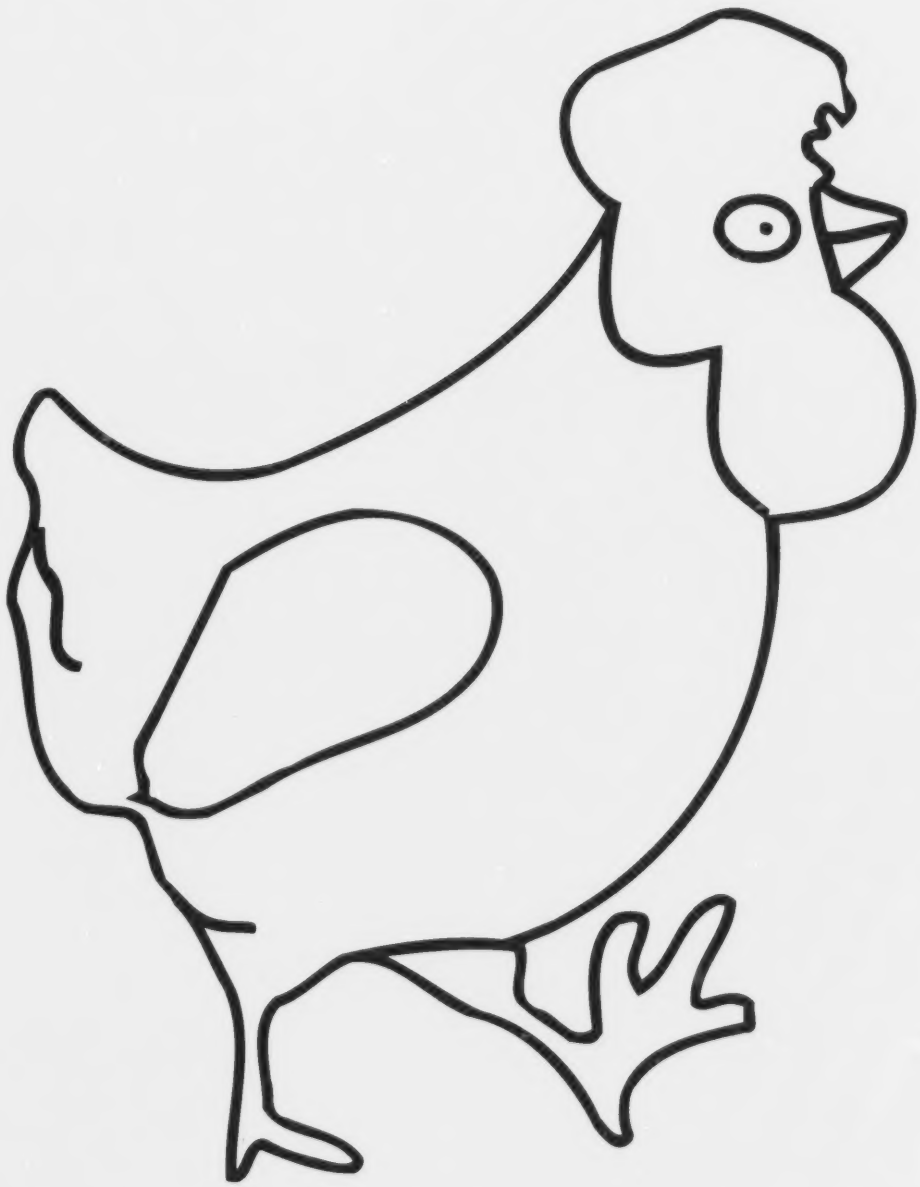
SHEEP AND WOOL



HORSE



POULTRY AND EGGS



LESSON 43: *Texas Talk*

Texas Almanac Reference **Pages**

"Pronunciation Guide" *606-616*

Social Studies TEKS	TAAS	TAKS
4 - 6, 23	4 - Reading - 1	8 - Social Studies - 5
7 - 8, 22	8 - Social Studies - 7	
8 - 31		

Instructional Suggestion

Using the Texas Pronunciation Guide on pages 606-616, teachers will make flash cards using 4" x 6" index cards. The teacher should print the word on one side and the pronunciation key on the other. These index cards can be used to play Texas Talk, in the same manner as a spelling bee. The teacher should be sure to include some of the commonly mispronounced Texas names, e.g., BEXAR - BAar.

LESSON 44: *Zip Codes for Texas Towns*

Texas Almanac Reference **Pages**

"Zip Codes for Texas Towns" *617-625*

Social Studies TEKS
4 - 6, 23, 24
7 - 8, 22, 23
8 - 10, 30, 32

TAAS
4 - Reading - 5
8 - Social Studies - 7, 8

TAKS
8 - Social Studies - 5

Instructional Suggestions

1. Students will use the Texas county map (Appendix) and the physical regions map on page 54 to locate five zip codes in each of the four physical regions. They will write the zip codes in their corresponding region on a Texas outline map (Appendix).

2. Students will select a zip code and compose a letter to the town's chamber of commerce requesting information about their locale. Using the information received from the chamber of commerce, students will create a Web site about the town.

3. Using the Web site www.usps.gov, students will select a city with an asterisk from pages 617-625. These cities have more than one zip code. Students will conduct research on the number of zip codes in their selected city.

LESSON 45: *Texas Hall of Fame*

Texas Almanac Reference **Pages**

"Obituaries, July 1999 - July 2001" *626-628*

Social Studies TEKS	TAAS	TAKS
4 - 5, 22, 23, 24	4 - Reading - 3	8 - Social Studies - 3, 5
7 - 7, 21, 22, 23	8 - Social Studies - 5, 6, 7, 8	
8 - 24, 27, 30, 31, 32		

Instructional Suggestion

Students will select five people from "Obituaries, July 1999 - July 2001," pages 626-628. They will create their own Hall of Fame, focusing on these possible categories - artists, community leaders, educators, government officials, merchants, and sport figures. For each person selected to the Hall of Fame, students should write a one sentence tribute.

LESSON 46: *Index Inventory*

Texas Almanac Reference **Pages**

"General Index" *629-672*

Social Studies TEKS	TAAS	TAKS
4 - 22	8 - Social Studies - 7	8 - Social Studies - 5
7 - 21		
8 - 30		

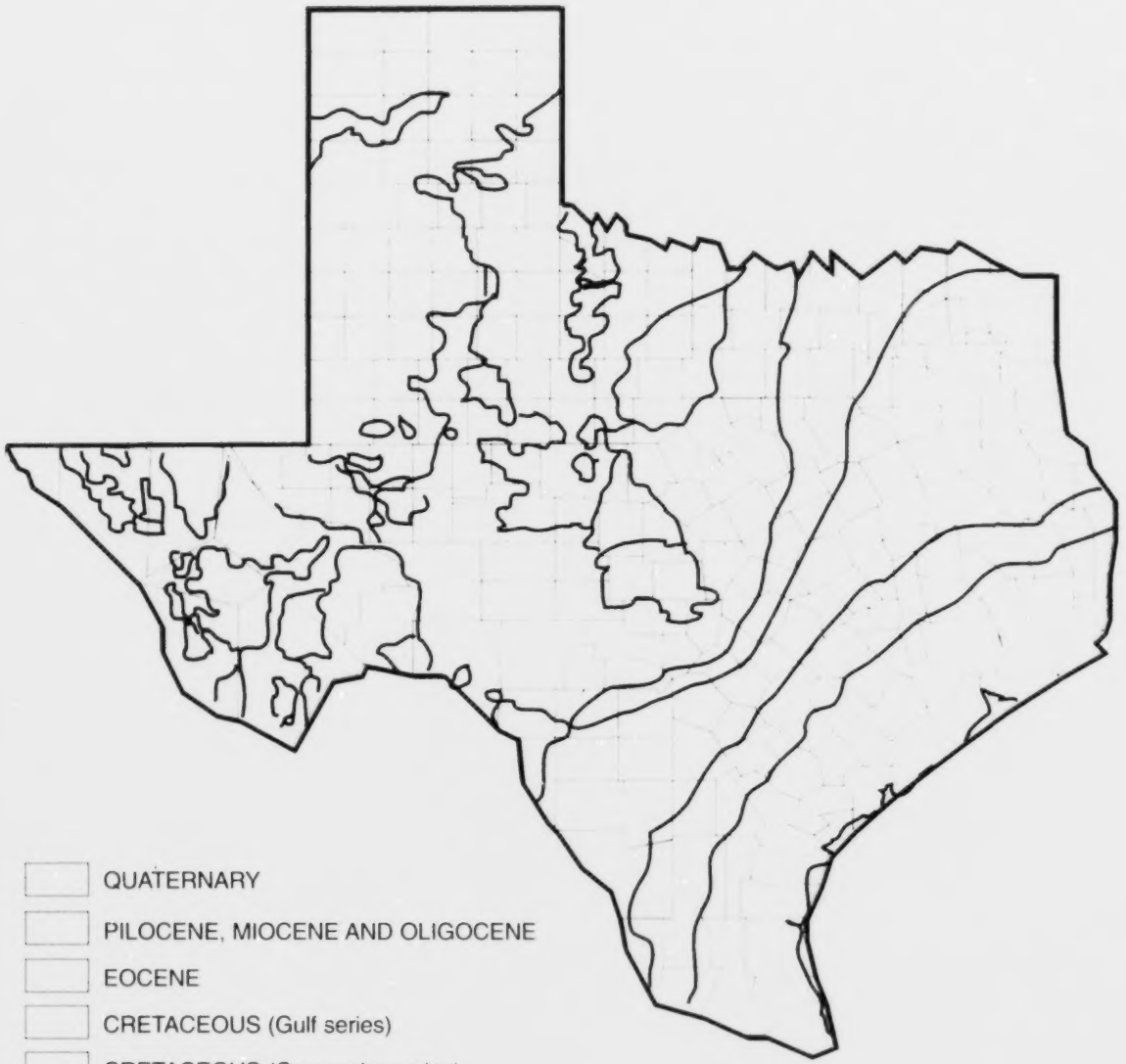
Instructional Suggestion

1. Students will use pages 629-672 to answer questions with the General Index.

a. What was the population of Amarillo in 2000?
b. What was the motivation of 56.4 percent of the hate crimes?
c. How many miles south of Brownsville did Hurricane Gilbert strike in 1998?
d. When did U. S. Representative Henry B. Gonzalez of San Antonio die?
e. Name three sightseeing locales in Big Bend.
f. On what pages can information on Census 2000 by county be found?
g. What award did Van Cliburn receive for his accomplishments as a concert pianist and mentor?
h. In what town can two full-scale dinosaur models be found?
i. How many acres of watermelon were harvested in Texas in 2000?
j. If one were a government printer, how much would one earn in a week?
k. In what county is the Texas Ranger Museum located?
l. How many kinds of rattlesnakes are in Texas?
m. Who was elected mayor of Happy, Texas, in May 2001?
n. What is the name of the restored sailing ship in Galveston?
o. What city held the Fajita cookoff in November?
p. On what page can the no pass-no play rule be found?
q. What is the name of the Forney newspaper?
r. In what city is the Wonderland of Lights?
s. How many doctor(s) are in Archer County?
t. What was the name of the first college for women?

TEXAS OUTLINE MAP

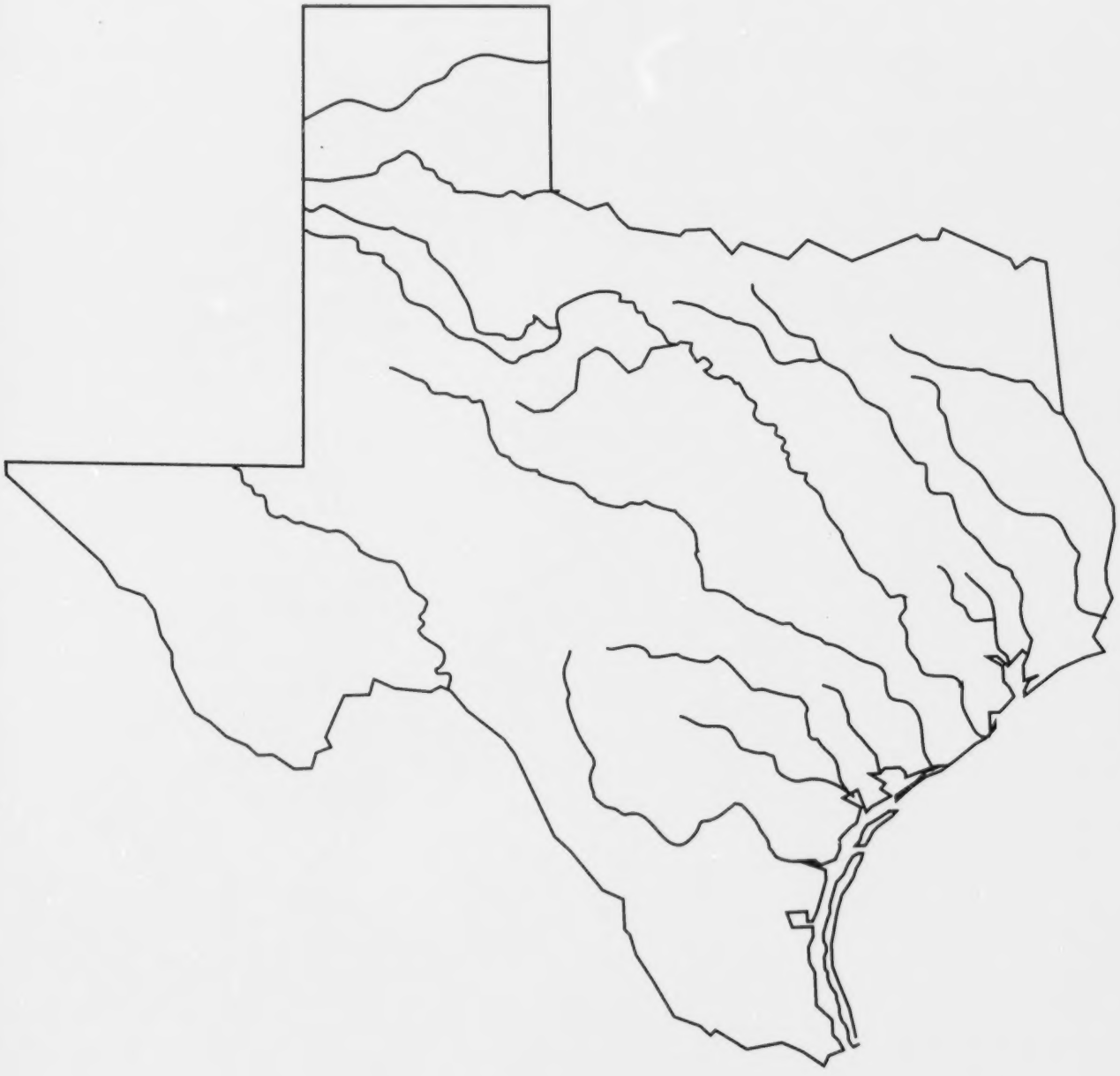
TEXAS GEOLOGY MAP



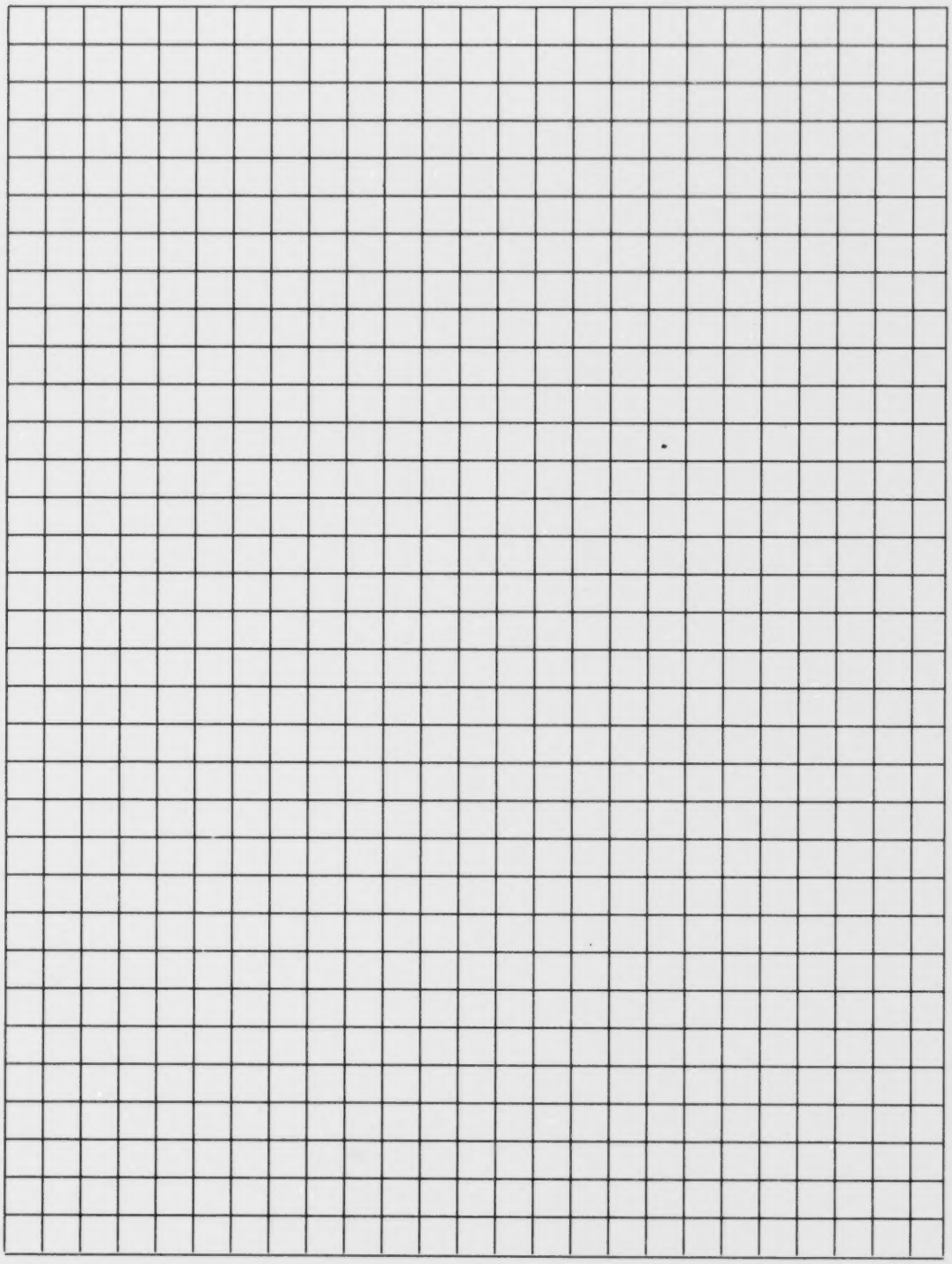
- QUATERNARY
- PILOCENE, MIOCENE AND OLIGOCENE
- EOCENE
- CRETACEOUS (Gulf series)
- CRETACEOUS (Comanche series)
- TRIASSIC
- PERMIAN
- PENNSYLVANIAN and MISSISSIPPIAN
- DEVONIAN, SILURIAN, ORDOVICIAN, and CAMBRIAN
- PRE-CAMBRIAN (schist and gneiss)
- IGNEOUS (undifferentiated)

TEXAS COUNTY MAP

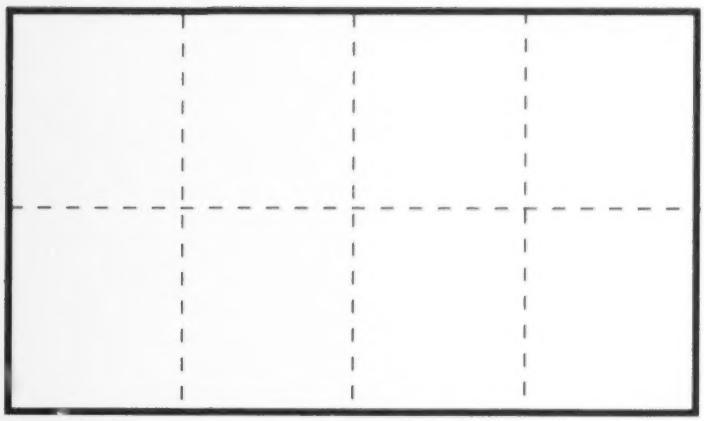
TEXAS RIVERS MAP



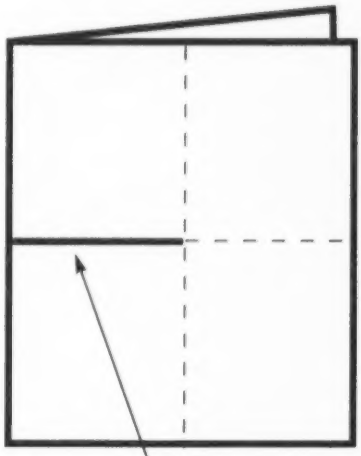
LINE/BAR GRAPH GRID

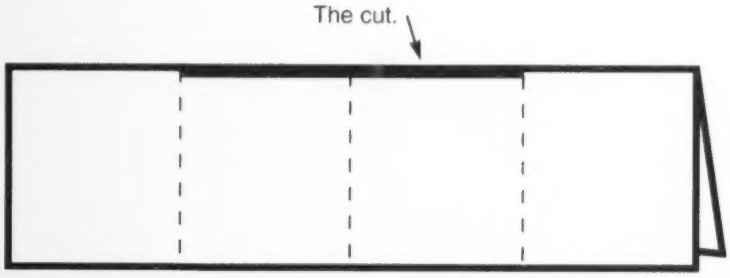


MINIATURE BOOK

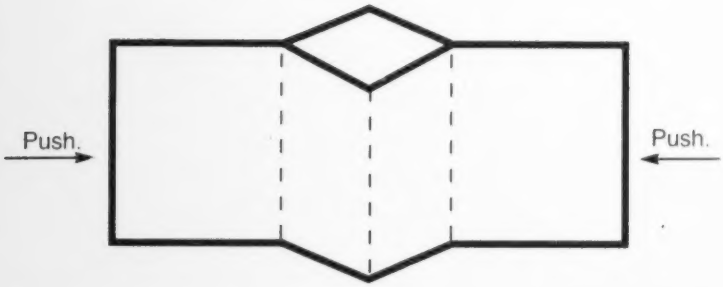


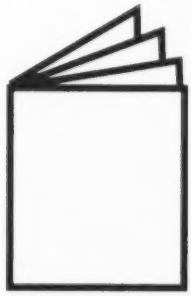
Crease.





Open and crease lengthwise.





Crease and close.

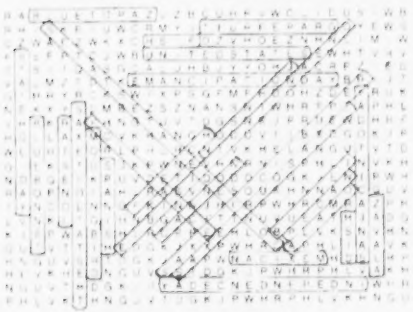
TEXAS ALMANAC TEACHER'S GUIDE-ANSWER SHEET

Lesson 1 - Texas, the Lone Star State

1. a. Austin
   b. 555
   c. 3,865,310
   d. 52
   e. toxic releases and persons without health insurance
   f. 100,000
   g. Texas
   h. high school graduates
2. Answers will vary.
3. Answers will vary.
4. a. 100,000
   b. 4.6%
   c. cattle and cotton
   d. 8th
   e. 210
   f. 143 degrees
   g. 78.2%
   h. 203
   i. 18
   j. savings banks
   k. 560
   l. 2.7
   m. 79.6
   n. orange
   o. 14,080,000
   p. 6,475
   q. 1%
   r. 2
   s. $26,525
   t. 42,569,000

Lesson 2 - Symbols of Texas

1. State Symbols Wordsearch
   1. Alamo
   2. Bluebonnet
   3. Blue Topaz
   4. Burnet
   5. Cannon
   6. Confederate States
   7. Dish
   8. Emancipation Day
   9. Fish
   10. Folk Dance
   11. French
   12. Friendship
   13. Grapefruit
   14. Independence Day
   15. Johnson
   16. Lone Star
   17. Mexican
   18. Mockingbird
   19. One and Indivisible
   20. Pecan
   21. Republic of Texas
   22. San Jacinto Day
   23. Spanish
   24. State Holiday
   25. Texas, Our Texas
   26. The State of Texas
   27. United States
   28. Zavala



2. State Symbols Crossword Puzzle

Across Answers	Down Answers
1. Zavala	2. Lone Star
4. Burnet	3. Live Oak
5. Fish	6. Pecan
9. Bluebonnet	7. Texas, Our Texas
10. Alamo	8. Mockingbird
11. Friendship	10. April
12. March	13. Chili
15. Blue Topaz	14. Cannon
16. Olive	
17. Johnson	
18. January	

3. Answers will vary.
4. a. Answers will vary.
   b. Answers will vary.
   c. Answers will vary.
5. Answers will vary.
6. Answers will vary.

Lesson 3 - Natural Beauty of Texas

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Lesson 4 - La Salle's Colony

1. Answers will vary.
2. a, b, c

1684	1686
1995	1687
1688-89	1978
1682	1685
1687	1689

3. Answers will vary.
4. Poem (Answers will vary.)
5. Answers will vary.
6. Answers will vary.

Lesson 5 - Morse's Telegraph

Sam Houston was nicknamed "the Raven" by the Cherokee Indians.

Lesson 6 - Camino Real in Texas

1. 1. royal road
   2. network
   3. missions
   4. Indian
   5. Mission San Francisco de los Tejas
   6. Balcones Escarpment
   7. Stephen F. Austin
   8. Caddoan Mounds
   9. San Marcos
   10. Daughters of the American Revolution
   11. El Cerrito
   12. Camino Real
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.

Lesson 7 - Red River Boundary

Magic Puzzle

7	3	5
2	4	9
6	8	1

The magic number is 15.

Lesson 8 - Texas: Prehistory to Annexation

1. Answers will vary.
2. Answers will vary.

Lesson 9 - Texas: Prehistory to Annexation

1. Answers will vary.
2. Answers will vary.
3. a. Answers will vary.
   b. Answers will vary.

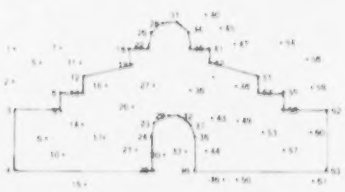
Lesson 10 - Texas: Prehistory to Annexation

1813	3	1821	4
1824	5	1828	6
1812	2	1810	1

Lesson 11 - Texas: Prehistory to Annexation

1. Answers will vary.
2. Mystery Picture Puzzle

1.	T	11.	F	21.	F
2.	F	12.	T	22.	F
3.	T	13.	F	23.	T
4.	T	14.	F	24.	F
5.	F	15.	F	25.	T
6.	F	16.	T	26.	F
7.	T	17.	T	27.	F
8.	T	18.	T	28.	T
9.	F	19.	F	29.	F
10.	T	20.	T	30.	T



3. Texas Revolution Calendar

   February 1836
   - 8 - Crockett arrived at the Alamo.
   - 11 - Henry Smith sent Travis to San Antonio.
   - 12 - Santa Anna's main force crossed the Rio Grande.
   - 23 - Santa Anna arrived at the Alamo.
   - 24 - Bowie became ill; Travis took command of Texans at the Alamo.

   March 1836
   - 1 - Reinforcements from Gonzales entered the Alamo.
   - 2 - Texans declared independence.
   - 5 - Santa Anna had 4,000 men in camp.
   - 6 - Mexican forces attacked the Alamo.
   - 11 - Houston arrived at Gonzales.
   - 13 - Suzanna Dickinson told of the fall of the Alamo.
   - 17 - Houston arrived at the Colorado River. Burnet was named interim president.
   - 19 - Fannin left La Bahía at Goliad.
   - 27 - Texans were executed at Goliad. Houston's forces moved to San Felipe.

   April 1836
   - 21 - General Cos reinforced Santa Anna. The Battle of San Jacinto took place.
   - 22 - Santa Anna was captured.
4. Answers will vary.

Lesson 12 - Texas: Prehistory to Annexation

1. Answers will vary.
2. Answers will vary.

Lesson 13 - Texas: Annexation to 1920

1. Answers will vary.
2. Word Puzzle
   1. Mexico
   2. Palo Alto
   3. Compromise
   4. Polk
   5. Germany
   6. Scott
   7. Southwest
   8. Meusebach
   9. Taylor
   10. Nueces
   11. Hidalgo
   12. Cotton
   13. Houston
   14. Rio Grande
3. 1. William H. Wharton
   2. Andrew Jackson
   3. Mirabeau Lamar
   4. Isaac Van Zandt
   5. John Tyler
   6. James K. Polk
   7. Anson Jones
   8. Zachary Taylor
   9. Mariano Paredes
   10. General Winfield Scott
   11. John O. Meusebach
   12. Hardin Runnels
   13. John H. Reagan
   14. Abraham Lincoln
   15. Oran M. Roberts
   16. Sam Houston
   17. Lt. Gov. Edward Clark
   18. Brig. General Paul O. Hebert
   19. John B. Magruder
   20. Dick Dowling
   21. John S. "Rip" Ford
   22. Robert E. Lee
   23. Gordon Granger
   24. A. J. Hamilton
   25. Andrew Johnson
   26. E. M. Gregory
   27. J. W. Throckmorton
   28. E. M. Pease
   29. E. J. Davis
   30. Richard Coke
4. Answers will vary.

Lesson 14 - Texas: Annexation to 1920

1. a. Tripled
   b. Slaveowners
   c. Slave ownership
   d. Pro-American, anti-immigrant
   e. Democrats
   f. Sam Houston
   g. Ambivalent
   h. Federal
   i. Secession
   j. Refused to take oath of loyalty to the Confederacy
2. Answers will vary.
3. Reconstruction Crossword Puzzle

Across Answers	Down Answers
1. Freedman's Bureau	2. Emancipation
4. Reconstruction	3. Benito Juarez
5. Blacks	7. Secession
6. Provisional	9. Granger
8. Coke	10. Thirteenth
13. Abolish	11. Sheridan
14. Johnson	12. Democrat
16. Davis	15. Militia
17. Confederacy	

Lesson 15 - Texas: Annexation to 1920

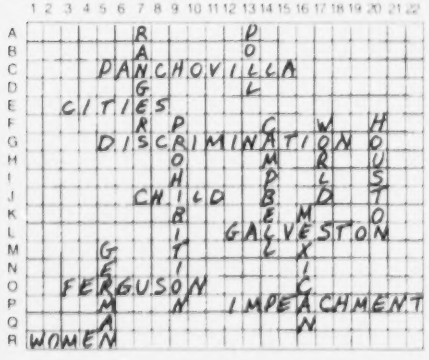
Capital and Labor Outline

I.
   A. 1869 Constitution
   B.
      1. officials
      2. number of offices
      3. judges
      4. road
      5. immigration
      6. statewide school system
   C.
      1. Railroads, regulations
      2. Texas Rangers

II.
   A. cotton farmer
   B.
      1. paper money, inflation
      2. gold standard
      3. bank notes
      4. land, farm
   C.
      1. farms, tenants
      2. crop-lien
   D.
      1. Texas & Pacific, Missouri-Kansas-Texas
      2. South, East
   E.
      1. James Stephen Hogg
      2. reform mood
      3. Jim Crow laws
         a. public services
         b. separate
      4. People's Party
      5. Norris Wright Cuney
      6. Democrats

Lesson 16 - Texas: Annexation to 1920

Grid Coordinates Puzzle


1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
A B C D E F G H I J K L M N O P Q R
PANCHO VILLA
CITIES
DISCRIMINATION
CHILD LABOR
GALVESTON
FERGUSON
IMPEACHMENT
WOMEN

Lesson 17 - Environment of Texas

1. Answers will vary.
2. a. Answers will vary.
   b. Answers will vary.
3. Answers will vary.
4. Magic Puzzle

16	2	3	13
5	11	10	8
9	7	6	12
4	14	15	1

   The magic number is 34.
5. a. Answers in textbook
   b. Name That River
      1. Colorado
      2. Sabine
      3. Brazos
      4. Red
      5. Lavaca
      6. Rio Grande
      7. San Antonio
      8. San Jacinto
      9. Canadian
      10. Neches
      11. Nueces
      12. Guadalupe
      13. Trinity
   c. Answers will vary.
   d. Rivers of Texas Crossword Puzzle

Across Answers	Down Answers
1. Trinity	2. Red
4. Canadian	3. Sabine
7. Neches	5. Rio Grande
9. Guadalupe	6. San Antonio
11. Brazos	8. San Jacinto
12. Nueces	10. Colorado
13. Rio Bravo	

6. Answers will vary.
7. Answers will vary.
8. a. Angelina
   b. Waller
   c. 45,933,951
   d. Angelina
   e. Cass
   f. Jasper
   g. Jasper
   h. $99,391
   i. Pine
   j. $452,759
9. State Forests Total - 7,314
   National Forests Total - 637,472
   National Grasslands Total - 117,394
10. Answers will vary.

Lesson 18 - Wildlife in Texas

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.
6. Answers will vary.

Lesson 19 - Weather in Texas

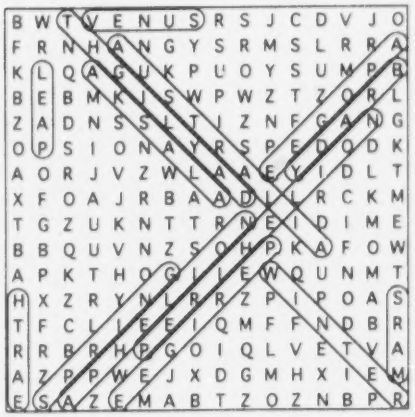
1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4.

Destructive Weather	No.	%
Rainstorms/Flooding	30	29
Hurricanes	23	20
Tornadoes	48	46
Blizzards/Snow	4	4

5. Answers will vary.
6. Answers will vary.
7. Answers will vary.
8. Answers will vary.

Lesson 20 - Calendars in Texas

1. a. Saturday
   b. Thursday
   c. Tuesday
   d. Wednesday
   e. Wednesday
   f. Sunday
   g. Tuesday
   h. Tuesday
   i. Sunday
   j. Friday
2. a. Wednesday, August 18, 1920
   b. Sunday, July 20, 1969
   c. Thursday, July 1, 1971
   d. Thursday, November 9, 1989
   e. Tuesday, November 6, 1990
   f. Monday, June 14, 1993
3. Answers will vary.
4. Astronomical Calendar Wordsearch
   1. Australia
   2. Aphelion
   3. Apogee
   4. Brady
   5. Daylight
   6. Earth
   7. Alaska
   8. Mars
   9. 2004
   10. Perigee
   11. Perihelion
   12. spring
   13. Venus
   14. winter


B W T V E N U S R S J C D V J O
F R N H A N G Y S R M S L R R A
K L Q A G U K P U O Y S U M P B
B E B M K J S W P W Z T Z O R L
Z A D N S S L T I Z N F G A N G
O P S I O N A Y R S P E D Q D K
A O R J V Z W L A A E Y I D L T
X F O A J R B A A D L L R C K M
T G Z U K N T T R N E I D I M E
B B Q U V N Z S O H P K A F O W
A P K T H O G I L E W Q U N M T
H X Z R Y N L R R Z P I P O A S
T F C L I E E I Q M F F N D B R
R R B R H P G O I Q L V E T V A
A Z P P W E J X D G M H X I E M
E S A Z E M A B T Z O Z N B P R

Lesson 21 - Recreation in Texas

1. a. Answers will vary.
   b. Answers will vary.
   c. Answers will vary.
   d. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.
6. Answers will vary.
7. Answers will vary.
8. Answers will vary.

Lesson 22 - Counties of Texas

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Clever Cities and Teasing Towns
   1. Homer
   2. Muleshoe
   3. Ding Dong
   4. Eulogy
   5. Marathon
   6. Mustang Ridge
   7. Baird
   8. Alto
   9. Webbville
   10. Eden
   11. Pancake
   12. Nickel Creek
   13. Ponder
   14. Winter Haven
   15. Clint
   16. Sylvester
   17. Mt. Vernon
   18. Friendswood
   19. Pilgrim
   20. Ethel
   21. Fairy
   22. Sour Lake
   23. Dripping Springs
   24. Mount Calm
   25. Pringle
   26. Navidad
   27. Tuxedo
   28. Elmo
   29. Polar
   30. Kingsville
   31. Dime Box
   32. Madisonville
   33. Blessing
   34. Matador
   35. Looneyville
   36. Holland Quarters
   37. Redford
   38. Cuthand
   39. Fate
   40. Point Blank
   41. Necessity
   42. Happy
   43. Garfield
   44. Latch
   45. Van
   46. Royalty
   47. Three Oaks
   48. Fairview
   49. Loving
   50. Falcon

Lesson 23 - Cities and Towns in Texas

1. Answers will vary.
2. Answers will vary.
3. a. Answers will vary.
   b. Answers will vary.
   c. Answers will vary.
4. Answers will vary.
5. Answers will vary.
6. Answers will vary.
7. Answers will vary.

Lesson 24 - Population in Texas

1. a. 3
   b. 1940
   c. less
   d. 901
   e. Harris
   f. 1940
   g. 1960, 2000
   h. (5)
2. Answers will vary.
3. Answers will vary.

Lesson 25 - Elections

1. Answers will vary.
2. a. 11
   b.

CA - 54	OH - 21
NY - 33	MI - 18
TX - 32	NJ - 15
FL - 25	NC - 14
PA - 23	VA or GA - 13
IL - 22	

   c. 270
   d. States in "B" should be colored.
   e. 267
   f. 271
3. Word Puzzle

PETE LANEY
RICK PERRY
HATE CRIMES
REDISTRICTING
HISPANIC
MEDICAID
TEACHERS
MICHAEL WILLIAMS
LIEUTENANT GOVERNOR
MENTALLY RETARDED

4. Answers will vary.
5. Answers will vary.
6. Answers will vary.

Lesson 26 - Texas Declaration of Independence

1. Answers can be found in both documents.
2. a. Mexican
   b. Convention of 1833
   c. Stephen F. Austin
   d. Anahuac
   e. Gonzales
3. Answers will vary.
4. Grievances
   A. "It has sacrificed..."
      historic background - Seat of government was too far from Texas and conducted in Spanish. Texans asked for separate statehood.
   B. "It incarcerated..."
      historic background - Stephen F. Austin was arrested and imprisoned.
   C. "It has failed and refused..."
      historic background - There was no right to trial by jury.
   D. "It has failed to establish..."
      historic background - There was no public school system.
   E. "It has suffered..."
      historic background - There was an increase of military power.
   F. "It has dissolved..."
      historic background - There was a denial of representative government.
   G. "It has demanded..."
      historic background - The arrest of Travis and other Texans was required.
   H. "It has made piratical..."
      historic background - There was disruption of economic activity.
   I. "It denies us..."
      historic background - There was no freedom of religion. They were required to become Catholics.
   J. "It has demanded..."
      historic background - They were denied the right to bear arms.
   K. "It has invaded..."
      historic background - Mexico invaded Texas.
   L. "It has through..."
      historic background - Mexico incited the Indians.
   M. "It hath been..."
      historic background - There were continuous Mexican revolutions and disruptions in government.

Lesson 27 - Constitution of Texas

1. Constitution of Texas
   a. 1876
   b. 585
   c. 2/3 majority of Legislature and a majority in a statewide election
   d. with permission of the Governor
   e. no
   f. voters
   g. 1987
   h. 1879, 1899, 1901, 1978, 1986, 1990
   i. yes; 427, 043 to 513, 295
   j. HJR 44
   k. 956, 303
2. Texas Constitution Chart

Article	Section
XVI	28
XVI	39
III	51-a
VII	14
III	47
XVI	66
I	10
XVI	30
VII	18
XVI	19

3. Texas Bill of Rights

Section	Right	Section	Right
3	L	15	B
6	F	18	K
8	A	23	E
9	I	25	D
10	C	27	G
11	H	30	M

4. Articles of Texas Constitution
   I. Bill of Rights
   II. Powers of Government
   III. Legislative Department
   IV. Executive Department
   V. Judicial Department
   VI. Suffrage
   VII. Education
   VIII. Taxation and Revenue
   IX. Counties
   X. Railroads
   XI. Municipal Corporations
   XII. Private Corporations
   XIII. Spanish and Mexican Land Titles
   XIV. Public Lands and Land Office
   XV. Impeachment
   XVI. General Provisions
   XVII. Mode of Amending the Constitution
5. State Officials
   Texas Senator: *U. S. citizen, qualified elector of Texas, state resident previous 5 years, district resident previous 1 year, minimum of 26 years of age, 4-year term*
   Texas Representative: *U. S. citizen, qualified elector of Texas, state resident previous 2 years, district resident previous 1 year, minimum of 21 years of age, 2-year term*
   Governor: *minimum of 30 years of age, U. S. citizen, state resident previous 5 years, 4-year term*
   Justices of Texas Supreme Court: *licensed to practice law in Texas, U. S. citizen, minimum of 35 years of age, practicing lawyer or judge for 10 years, 6-year term*
   Judges of Texas Court of Criminal Appeals: *licensed to practice law in Texas, U. S. citizen, minimum of 35 years of age, practicing lawyer or judge for 10 years, 6-year term*
6. Texas Voters
   Age - 18
   Residency - U. S. citizen
   Texas resident 1 year prior to election and 6 months residency within district or county in which person votes
   Registration - must register
   Disqualified - Under 18, mentally incompetent, any person convicted of a felony, subject to exceptions made by the Legislature
7. Texas Bingo

Makes	Amendments
Enforces	Preamble
Interprets	Comptroller
Governor	Voters
Speaker	Eighteen
Lieutenant Governor	Suffrage
Texas Court of Criminal Appeals	Jury
	Capitol
Texas Supreme Court	Congress
Austin	Phil Gramm
Rick Perry	Kay Bailey Hutchison
Legislature	Bill Ratliff
Two	Republican
Senator	Democrat
Four	Representatives
State	Barbara Jordan
Twenty-six	Appeal
Thirty	Veto
One hundred fifty	Two-thirds
Thirty-one	Register
Special	Elected
Law	Arms
Secretary of State	Treason
Attorney General	One hundred
Seventeen	Twenty-one
Bill of Rights	

Lesson 28 - State Government

1. State Government

1983 8	1973 7
1827 2	1846 3
1911 5	1995 11
1933 6	1859 4
1691 1	1991 9
1993 10	

2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.
6. a. Increase of 28%
   b. Decrease of 21%
   c. Increase of 29%
   d. Increase of 20%
   e. Increase of 31%
   f. Decrease of 42%
7. Answers will vary.

Lesson 29 - Local Governments

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Lesson 30 - Federal Government

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.
6. Answers will vary.

7. a. 136,025
   b. U. S. Army
   c. U. S. Army
   d. 20,841
   e. 69%
8. Answers will vary.
9. Harris - $15,518,138,289
   Bexar - $9,655,129,047
   Dallas - $9,327,639,677
   Tarrant - $8,645,677,047
   Travis - $5,318,065,767

Lesson 31 - Culture and the Arts in Texas

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.
6. Answers will vary.
7. Word Puzzle
   WEST**H**EIMER
   BERNARDT
   TA**R**ANTELLA
   QUAL**I**A
   S**T**ERNE
   CERR**A**CHIO
   GALVESTON
   N**E**IMAN MARCUS
8. Answers will vary.

Lesson 32 - Crime in Texas

1. a. Texas Department of Public Safety, Austin; Federal Bureau of Investigation, Bureau of Census, Washington, D.C.
   b. 1991
   c. Per 100,000
   d. 1979
   e. Burglary
   f. 20,851, 820; U. S. Bureau of Census
   g. Theft
   h. Theft
   i. Motor vehicle theft
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.

Lesson 33 - Health and Science in Texas

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Jack S. Kilby was awarded the 2000 Nobel Prize in Physics for his part in the invention of the integrated circuit.

Lesson 34 - Education in Texas

1. 1854 1984 1854
   1839 1918 1949
   2001 1995
   1838 1845
2. a. To increase local control of public schools
   b. Independent, common, and home rule
   c. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers can be found on page 525.
6. Answers will vary.
7. Answers will vary.
8. Answers will vary.

Lesson 35 - The Dallas Morning News

1. History of *The Dallas Morning News*
   1842 - A. H. Belo Corporation pioneered as the one-page *Galveston News*.
   1857 - The *Texas Almanac* was founded.
   1865 - A. H. Belo was hired.
   1874 - George Bannerman Dealey was hired as an office boy.
   1885 - *The Dallas Morning News* started publication.
   1906 - *The Dallas Morning News* celebrated its 21st anniversary.
   1922 - Belo began operating the WFAA radio station.
   1950 - Belo acquired its flagship television broadcasting station, WFAA-TV.
   1995 - Belo purchased the Bryan-College Station *Eagle*.
   1997 - Belo opened its Capital Bureau in Washington, D.C.
   1999 - Belo launched Texas Cable News (TXCN).
   2000 - Belo acquired television stations in Seattle/Tacoma and Phoenix.
2. Answers will vary.
3. Answers will vary.

Lesson 36 - Media in Texas

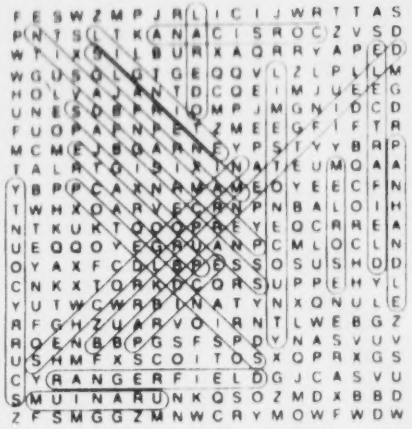
1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

Lesson 37 - Economy of Texas

1. Answers will vary.
2. a. 253,600
   b. Durable goods have a longer lifespan than nondurable goods.
   c. $12.45, $8.13
   d. Eating and drinking
   e. Houston
   f. Aircraft and parts, dairy products, bakery products, and insurance agents
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.
6. Answers will vary.
7. a. 1,941
   b. 837
   c. annual premium income of firms operating in Texas
   d. Robertson Law
   e. They were required to invest in Texas three-fourths of all reserves held for payment of policies written in the state.
   f. because of the discovery of irregularities in some firms
   g. State Commissioner of Insurance

Lesson 38 - Minerals in Texas

1. a. Lamar
   b. Dallas, Donley, Hood, Johnson, Lamar, Mills, Rains, Somervell, Tarrant, Uvalde
   c. 32
   d. 3.9%
   e. 12.5%
   f. Gaines
   g. Zapata
2. Gregg - 3,271,196,452
   Ector - 3,008,054,510
   Andrews - 2,630,145,041
   Gaines - 2,042,770,094
   Scurry - 1,990,354,272
   Yoakum - 1,963,571,200
   Rusk - 1,816,320,570
   Pecos - 1,714,792,653
   Crane - 1,700,909,413
   Hockley - 1,545,335,805
3. Answers will vary.
4. Answers will vary.
5. Oil in Texas Wordsearch
   1. Lignite
   2. Minerals
   3. Permian Basin
   4. Laredo
   5. Uranium
   6. Sabine Pass
   7. Melrose
   8. Nacogdoches Co.
   9. Corsicana
   10. Spindletop
   11. Electra Field
   12. Ranger Field
   13. Burkburnett Field
   14. Limestone Co.
   15. Panhandle
   16. Price
   17. Prorate
   18. Scurry Co.



6. Armstrong, Bailey, Blanco, Bosque, Burnet, Castro, Comal, Dallam, Deaf Smith, Donley, El Paso, Gillespie, Hall, Hunt, Kendall, Lamar, Mason, Morris, Randall, Real, Rockwall
7. Answers will vary.
8. Texas Minerals Chart

Asphalt
1. Burnet Co.
2. Kinney Co.
3. Pecos Co.
4. Reeves Co.
5. Uvalde Co.

1. Road-paving

Clays-Ceramic
1. East Texas
2. North Central Texas

1. Structural building brick
2. Paving brick
3. Drain tile

Clays-Nonceramic
1. Coastal Plain
2. High Plains
3. Big Bend

1. Bleaching and adsorbent clays
2. Fillers
3. Coaters
4. Additives
5. Bonding clays
6. Drilling muds

Coal-Bituminous
1. North Central Texas
2. South Texas
3. West Texas

1. Energy

Cannel
1. Webb Co.

1. Boiler fuels

Graphite
1. Llano Co.
2. Burnet Co.

1. Refractories
2. Steel production
3. Pencil leads
4. Lubricants
5. Foundry facings
6. Crucibles

Gypsum
1. High Plains
2. Trans-Pecos
3. Central Texas
4. Gulf Coast

1. Gypsum wallboard
2. Plaster
3. Joint compounds
4. Retarder in portland cement
5. Soil conditioner

Helium
1. Amarillo — 1. Cryogenics; 2. Welding; 3. Pressurizing and purging; 4. Leak detection; 5. Synthetic breathing mixtures

Iron
1. East Texas — 1. Portland cement
2. Central Texas — 2. Weighting agent in well-drilling fluids
3. Trans-Pecos — 3. Animal feed supplement

Lignite
1. Gulf Coastal Plain — 1. Mine-mouth electric-power generation
2. East Texas
3. Central Texas

Marble
1. Central Texas — 1. Dimension stone
2. Trans-Pecos — 2. Terrazzo; 3. Roofing aggregate

Peat
1. Gonzales Co. — 1. Soil conditioner
2. Guadalupe Co.
3. Lee Co.
4. Milam Co.
5. Polk Co.
6. San Jacinto Co.

Pumicite
1. Brazos Co. — 1. Pozzolan cement
2. Fayette Co. — 2. Cleansing and scouring compounds
3. Gonzales Co. — 3. Soaps and sweeping compounds
4. Karnes Co. — 4. Carriers for insecticides
5. Polk Co.
6. Starr Co.

Sandstone
1. El Paso Co. — 1. Road-building material
2. Parker Co. — 2. Terrazzo stone
3. Terrell Co. — 3. Aggregate
4. Ward Co.
5. Freestone Co.
6. Gaines Co.
7. Jasper Co.
8. McMullen Co.
9. Motley Co.

Sulfur
1. Gulf Coast — 1. Fertilizer
2. Culberson Co.
3. Pecos Co.
4. Wharton Co.

9. Answers will vary.

Lesson 39 - Transportation in Texas
1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. a. Dallas-Fort Worth
   b. Brownwood
   c. 47.92%
   d. Dallas-Fort Worth and Houston
   e. Between 1983 and 1984

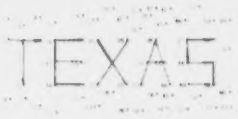
Lesson 40 - Public Utilities in Texas
1. Word Puzzle

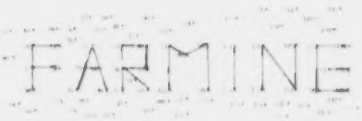
1. Paging	9. Electric
2. Utilities	10. Telecom
3. Baby Bells	11. Competition
4. Railroad	12. Cooperatives
5. Pipelines	13. Wireless
6. Cable	14. Texas
7. Houston	15. Recession
8. Internet	

2. Answers will vary.

Lesson 41 - Agriculture in Texas
1. Mystery Word Puzzle

1.	T	21.	F
2.	F	22.	F
3.	T	23.	T
4.	T	24.	F
5.	F	25.	T
6.	T	26.	F
7.	F	27.	F
8.	F	28.	T
9.	T	29.	F
10.	T	30.	F
11.	F	31.	F
12.	T	32.	T
13.	T	33.	T
14.	F	34.	T
15.	F	35.	F
16.	T	36.	F
17.	F	37.	T
18.	T	38.	F
19.	T	39.	T
20.	F	40.	T





2. Answers will vary.
3. Answers will vary.
4. a. cattle, hogs, sheep and lambs, mohair, wool
   b. 1996 and 1997
   c.

hay	cucumbers
peanuts	sweet corn
onions	sunflower
cantaloupes	dry beans
potatoes	rye
carrots	

   d. hay
   e. grapefruit
   f. $61,230
   g. $260,817,60
   h. $43,585
   i. $39,632
   j. $9,967, 12%
5. Answers will vary.
6. Answers will vary.

Lesson 42 - Livestock in Texas
1. Answers will vary.
2. Magic Puzzle

2	7	18	12
8	5	11	15
13	17	6	3
16	10	4	9

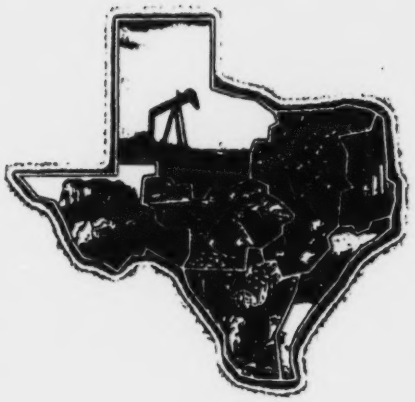
   The magic number is 39.
3. 1. Lazy K
   2. Half Circle 10
   3. Circle 76
   4. Bar Diamond
   5. Crazy T
   6. Rocking 8
   7. L Slash 2
   8. Flying J
   9. Heart over Heart
   10. 4-Sixes

Lesson 43 - Texas Talk
Answers will vary.

Lesson 44 - Zip Codes for Texas Towns
1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Lesson 45 - Texas Hall of Fame
Answers will vary.

Lesson 46 - Index Inventory
1. a. 173,627
   b. race
   c. 125
   d. November 28, 2000
   e. Canyons, National Park, Ranch, Natural Area
   f. pages 129-285
   g. Lifetime Achievement Award
   h. Glen Rose
   i. 40,000
   j. $474.85
   k. McLennan
   l. 11
   m. Sara Tirey
   n. *Elissa*
   o. Zapata
   p. page 523
   q. *Forney Messenger*
   r. Marshall
   s. one
   t. Girls Industrial College



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Economy in Texas
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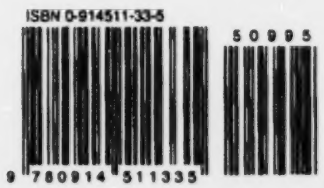

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